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ABSTRACT

The ninth annual report to Congress for the National Advisory Council on Indian Education (NACIE) is a compendium report of activities during the calendar year 1982. Part 1 contains NACIE's recommendations to Congress and the Secretary of Education that documents and data prepared by NACIE be utilized in preparation for reauthorization of Indian education legislation; full and adequate funding levels be provided for all purposes intended by P.L. 81-874, Impact Aid, school assistance in federally affected areas; funds provided in support of P.L. 92-318, Title IV, remain stable for 1983; and Title IV, Parts B and C budgets be increased for 1983. Part 2 reports on NACIE's activities during 1982, highlighting seven public hearings and their recommendations. Part 3 furnishes profiles of Title IV programs and fellowship recipients for 1982. Part 4 provides state-by-state distribution of funds awarded to Title IV grantees and Indian Fellowships for fiscal year 1982. Eight appendices include functions of NACIE members, summary of locations and dates of 46 NACIE meetings from 1973-1982, list of past Council members, list of publications produced by NACIE from 1974-1983, and summary of federal funds expended on the effectiveness of Title IV programs from 1980-83. (ERB)

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THE INDIAN EDUCATION ACT:
A Decade of Indian and Alaskan Native Pride and Increasing Strides Toward Educational Equity Thru Parental Involvement

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MARCH, 1983
WASHINGTON, D.C.

THE NINTH ANNUAL REPORT TO THE CONGRESS OF THE UNITED STATES
NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

RC 01 3963

FRONT COVER: Original Art Work by Ms. Shirley M. Kendall

Ms. Shirley M. Kendall is a member of the Tlingit Tribe located in South Eastern Alaska, who has been deeply involved in Alaskan Native Education for many years. Ms. Kendall is also an accomplished Tlingit Artisan, to whom we are indebted for her contribution to the Ninth Annual Report.

The artwork on the front cover depicts the joining of two clans into one and the children peer out of the center of the drawing. Every Tlingit belongs to a clan, EAGLE or the RAVEN. It is the custom and the rule to marry into the opposite group.

It is especially fitting that the faces of young Tlingit children served by the Indian Education Act grace our Report.

THE INDIAN EDUCATION ACT:

A Decade of Indian and Alaskan Native Pride and Increasing Strides Toward Educational Equity Thru Parental Involvement

THE NINTH ANNUAL REPORT TO THE CONGRESS OF THE UNITED STATES

CALENDAR YEAR 1982

National Advisory Council on Indian Education

PENNSYLVANIA BUILDING, SUITE 326
425 13th STREET, N.W.
WASHINGTON, D.C. 20004

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DEDICATION

Thru Title IV, Indian Spirits Soar;
Indian Pride Has Blossomed, and Indian Minds Have Bloomed;
As Water to Our Mother Earth, Indian Education Has Its Worth;
To the Congress We have Come, Because the Work is Yet Undone.

Ala-Hoosh-A-Hoosh

This "Tenth Year Anniversary Report" is dedicated to the Indian and Alaskan Native Children who are the recipients of educational services provided by Title IV of Public Law 92-318, The Indian Education Act of 1972.

The National Advisory Council On Indian Education has been honored to have served Indian and Alaskan Native Children and Adults during the past decade, and hereby re-dedicate ourselves to the principles contained in The Indian Education Act on behalf of all future generations of Indian and Alaskan Native People.

The two Alaskan Native children featured above were participants in the "Tlingit and Haida Early Childhood Program," located in Craig, Alaska and funded by the Indian Education Act.

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FOREWORD

March 1983

This is the Ninth Annual Report submitted by the National Advisory Council on Indian Education to the Congress of the United States. Throughout the past decade, the National Advisory Council on Indian Education has strived to provide the Congress of the United States with expert advice regarding the programs authorized by the Indian Education Act, Title IV of Public Law 92-318. Furthermore, the recommendations contained in past Annual Reports were formulated after direct consultation with Indian and Alaskan Native people throughout the United States who are represented by members of the Council.

The subject of the Reauthorization of the Indian Education Act, Title IV of Public Law 92-318, is the primary focus of this Report. However, before consideration of the contents of the Report, your attention is respectfully directed to their original precepts of the United States Senate, Subcommittee on Indian Education, which introduced this landmark legislation. Briefly, the Indian Education Act, Title IV of Public Law 92-318, was a direct result of the 1969 Report of the Committee on Labor and Public Welfare of the United States Senate made by the Special Subcommittee on Indian Education pursuant to S.RES.80 (91st Congress, 1st Session), a Resolution authorizing an investigation into the problem of education for American Indians, which resulted in the historic report, entitled, Indian Education: A National Tragedy--A National Challenge. However, for a full description of the proceedings and debates with regard to the creation of

the Indian Education Act, the reader is directed to the Congressional Record, [Proceedings and Debates of the 92nd Congress, First Session, Volume 117, No. 23, Thursday, February 25, 1971, Washington, D.C.]. Some important points and principals identified by the members of the United States Senate in this volume of the Congressional Record may be summarized as follows:

- The Indian Education Act was designed to address itself to all Indians. It recognized that as to urban Indians, terminated tribes and other non-Federal Indians, there exists a responsibility on the part of the Federal Government at minimum, remedial in nature, to provide educational assistance.

- The Indian Education Act was not designed to amend in any way the Johnson-O'Malley Act of 1934.

- It is evident that the Act established new programs rather than merely setting aside funds at various presently existing programs for Indian needs.

- One extremely important goal of the Act was to actively encourage Indian participation and control of Indian education both at the national and local levels. The keystone provision in ensuring local Indian control of the Title IV programs was the establishment of Indian Parent Advisory Committees.

- Based upon the findings of "The Kennedy Report of 1969," the Indian Education Act was designed to reduce illiteracy through the creation of several new programs designed to address special educational and culturally related academic needs of Indian and Alaskan Native people of the United States.

Based upon the findings of the Legislative, Rules and Regulations Committee of the National Advisory Council on Indian Education, which conducted seven "NACIE Public Hearings" on the reauthorization of the Indian Education Act, Public Law 92-318, the Council has learned the following:

- For the first time in the history of the United States, Urban Indians and other non-Federal Indians received educational assistance through participation in Title IV, Indian Education Act programs.

- There is direct evidence of greatly increased Indian and Alaskan Native parental involvement in the education of their children and adults in the United States as a result of the Indian Education Act. However, it is clear that problems in some specific areas still exist with regard to full Indian parental involvement within selected school districts.

- The Legislative Committee learned throughout the hearings of improved academic achievement among both Indian and Alaskan Native children and adults as a direct result of the Title IV, Indian Education Act programs.

- The Legislative Committee learned of improved knowledge of Indian and Alaskan Native culture on behalf of Indian, Alaskan Native, and non-Indian students and adults participating in the Title IV, Indian Education Act programs.

- The Legislative Committee learned of many instances of reduced dropout rates among Indian and Alaskan Native children in school districts where Title IV programs were present.

- Although subjective in nature, Indian and Alaskan Native people from across the country testified that improved self-image and strengthening of Indian and Alaskan Native identities were a direct result of the Title IV, Indian Education Act programs.

- Several benefits which have accrued as an indirect result of the Indian Education Act, which may not have been anticipated, include increased Indian, Alaskan Native and non-Indian employment as a result of the infusion of Title IV funds in local communities; and, an improved knowledge and understanding of cross-cultural similarities and differences among Indian, Alaskan Native and non-Indian people in the United States who have participated in the Indian Education Act programs.

In addition to the formal hearing process established by the National Advisory Council on Indian Education, which is discussed in length in Part 2.0 of this Report, entitled, "Activities of the National Advisory Council on Indian Education in 1982: The Council and the Indian Education Act Reauthorization Process," the Council has been monitoring directly all studies and evaluations of Title IV which have relevance to the reauthorization of the Act. This important data is identified next.

IMPORTANT SOURCES OF DATA REGARDING THE EFFECTIVENESS OF TITLE IV PROGRAMS

One major evaluation monitored by the National Advisory Council on Indian Education is An Evaluation Of The Impact Of The Part A Entitlement Program Funded Under Title IV Of The Indian Education Act, prepared for the Office of Program Evaluation at the U.S. Department of Education. This important and expensive evaluation was contracted to Development Associates, Inc., located in Arlington, Virginia, under Contract No. 300-80-0862. The Final Report will be completed by April 30, 1983, and the goals and objectives of the evaluation include the following:

". . .There are several goals to the study,

1. To accurately and sensitively describe the range of Part A project objectives, target groups, cultural activities and program funding patterns -- so that the feasibility and relative ease of conducting an impact evaluation can be assessed;

2. To develop and try-out a sound and suitable approach for conducting an impact evaluation;

3. To determine the extent to which Part A support meets the special educational and culturally related academic needs of Indian children by;

   - Identifying and examining instructional strategies which appear to be successful in improving students' basic skills, attendance, self-concept or cultural awareness;

   - Assessing the effect of program components which focus on reading, mathematics, self-concept or culture on students' achievement, retention, attendance and self-image; and,

4. To determine what, if any, changes in legislation or regulations will provide a more systematic and effective approach to meeting the educational needs of American Indian children. . .".

On October 18, 1980, at a full meeting of the National Advisory Council on Indian Education held in Dallas, Texas, the Council met with

the Education Evaluation Specialist from the U.S. Department of Education responsible for supervising this Evaluation, and with both the Project Director and Assistant Project Director representing Development Associates, Inc., for the purpose of discussing the goals and objectives of the Evaluation. Members of the Technical Assistance, Research and Evaluation Committee of the Council were appointed to serve on a special eight member panel established by Development Associates, Inc., entitled, the Technical Assistance Panel (TAP), for the purpose of providing technical assistance to the contractor, and to keep the Council informed of the progress of the Evaluation. In addition, the National Advisory Council on Indian Education has requested and received periodic updates on the status of this Evaluation by Development Associates, Inc., at several full Council meetings since 1980.

The importance of the Evaluation of the Title IV Program, Part A, Entitlement Program, has been evident to the National Advisory Council on Indian Education since its inception, and the findings and recommendations which will be completed by April 30, 1983, merit the most thorough review by the Congress of the United States in consideration of the reauthorization of the Indian Education Act.

The following reports, evaluations and studies, the first five of which were conducted from 1980 to 1983, at the request of the U.S. Department of Education at an estimated cost of approximately $4,000,000 [SEE: Appendix H, p. 101], warrant a full and comprehensive review by the Congress of the United States in consideration of the reauthorization of Title IV:

1. An Evaluation Of The Impact Of The Part A Entitlement Program Funded Under Title IV Of The Indian Education Act, submitted to the Secretary of Education, U.S. Department of Education by Development Associates, Inc., Arlington, Virginia, April, 1983.

2. The Revised Report On The Definition Of Indian, filed with the Congress of the United States by the Secretary of Education, U.S. Department of Education, September, 1982.

3. An Impact Study Of Parts B and C Programs And Projects Funded Under Title IV, P.L. 92-318, The Indian Education Act, by the Communications Technology Corporation, Marlton, New Jersey, April, 1981.

4. Final Report On The Tracking Of EPD Students Funded Under The Indian Education Act, by the Native American Research Institute, Norman, Oklahoma, September, 1981.

5. The Status Of Educational Attainment And Performance Of Adult American Indians And Alaskan Natives, conducted by the National Indian Management Service of America, Philadelphia, Mississippi, August, 1981.

6. A Report To The Congress On The Annual Program Audit For Fiscal Year 1981, prepared by the Indian Education Program, Office of Elementary and Secondary Education, Department of Education, March, 1983.

7. Local Coordination Prevents Duplication Of Services At Federally Sponsored Indian Education Projects, Report by the United States General Accounting Office, Washington, D.C., June 15, 1981.

8. A Legal Position Paper On Indian Education, Dr. Kurt Blue Dog, Native American Rights Fund, Boulder, Colorado, July, 1979.

9. An Administrative And Programmatic Study Of The Office Of Indian Education, U.S. Department of Education, by the Government Programs Study Committee of the National Advisory Council on Indian Education, Washington, D.C., February, 1981.

10. Nine Annual Reports to the Congress of the United States from the National Advisory Council on Indian Education, Washington, D.C.: 1974-1983 [SEE: Appendix E, p. 98].

The National Advisory Council on Indian Education has requested and received periodic status reports with regard to each of the studies identified above over the course of the past four years, since the Council considers such oversight to be part of its responsibilities mandated by the Congress of the United States, and to the Indian and Alaskan Native people whom we represent.

It is of the utmost concern tc the National Advisory Council on Indian Education that all data related to the reauthorization of Title IV, including the reports, evaluations, and studies identified on the preceding page, be made available to the Congress of the United States in their consideration of the reauthorization of The Indian Education Act of 1972. While most of the reports, evaluations, and studies may be obtained directly from the U.S. Department of Education, or the U.S. General Accounting Office, all Nine Annual Reports to the Congress of the United States from the National Advisory Council on Indian Education may be obtained in hard copy, or on microfiche, from the ERIC Clearinghouse On Rural Education And Small Schools, ERIC/CRESS [Note: ERIC/CRESS, Box 3AP, Las Cruces, New Mexico, 88003].

Educational interventions are characterized in the literature of Organizational Change as the most effective type of intervention strategy. However, it is also known that educational interventions, like the one designed by the Congress of the United States via the creation of The Indian Education Act of 1972, require a long period of time to implement effectively. Through the wisdom of the Congress of the United States, in ten short years this critically important Act has begun a process of planned educational intervention in the field of Indian and Alaskan Native Education in the United States. While the evaluative data identified herein demonstrates that much progress has been attained in the field of Indian and Alaskan Native Education, it is of critical importance that the Title IV Programs be continued, in order that the gains which have been made during the past ten years will not be lost, and that the original goals and objectives of The Indian Education Act will be met.

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INTRODUCTION

The Indian Education Act (Public Law 92-318, June 23, 1972) that authorized the Title IV Indian Education Programs also created the National Advisory Council on Indian Education. The Council is comprised of 15 American Indians and/or Alaskan Natives who are appointed by the President of the United States to serve a maximum three-year term of office. The Council advises the President of the United States, via the Secretary of Education, and the Congress of the United States on the administration of Indian Education Programs located primarily within the U.S. Department of Education. The National Advisory Council on Indian Education is not a policymaking board, but serves in an advisory capacity only. The reader is directed to Appendix A for a complete list of the functions of the National Advisory Council on Indian Education.

Though the Indian Education Act of 1972, Title IV, Public Law 92-318, would have expired prior to October 1, 1983, the Congress of the United States extended the authorization of the Act to October 1, 1984. In 1980, the National Advisory Council on Indian Education charged the Legislative, Rules and Regulations Committee of the Council with the responsibility of developing a "NACIE Public Hearing Plan" for the purpose of soliciting direct input from American Indian and Alaskan Native people regarding the subject of the reauthorization of Title IV, Public Law 92-318, the Indian Education Act of 1972. From October 20, 1980, through April 19, 1982, the Legislative Committee conducted seven Federal public hearings throughout the entire United States, as identified in Part 2.0 of this Report in the Section entitled, "The Council and the Indian Education Act Reauthorization Process." The Council would like to respectfully call attention of

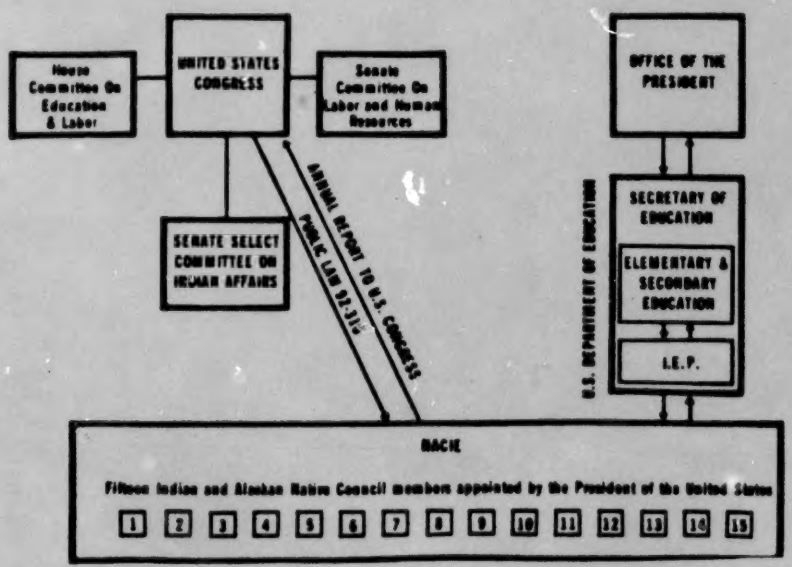
the reader to Part 2.5 of this Report, which contains "A Partial Summary of Problems, Findings and Recommendations Identified by American Indian and Alaskan Native People at Seven Federal Hearings on the Reauthorization of the Indian Education Act, Public Law 92-318: 1980-1982." This Section of the Report reflects the primary efforts of the Council to obtain direct input from Indian and Alaskan Native people regarding reauthorization of the Indian Education Act. From the barrage of comments, concerns and issues that the National Advisory Council on Indian Education has heard from Indian communities, from Maine to Alaska, Indian people are accutely concerned about the vast unmet educational needs still existing in the Indian and Alaskan Native communities. The National Advisory Council on Indian Education, however, also heard many success stories concerning Title IV educational programs; successes include increasing the number of Indian teachers and education administrators, decreasing dropout rates, increasing reading levels, increasing the number of graduates at the Masters and Doctoral levels in professional areas and increasing the number of off reservation Indians who, with the support of Title IV, Part C, have acquired basic but vital survival skills. It is with the awareness of unmet needs and the encouragement of new success stories that the National Advisory Council on Indian Education implores the Congress of the United States to continue its support by providing educational services to Indian people on and off reservations in order that they acquire knowledge and skills which will enable them to become contributing members of society.

The following Ninth Annual Report to the Congress of the United States is comprised of four parts. Part 1.0 contains the Final Recommendations to the Congress of the United States and to the Secretary of Education

from the National Advisory Council on Indian Education. Part 2.0 contains a brief discussion of the major activities of the Council during calendar year 1982, as well as an identification of the role of the National Advisory Council on Indian Education within the Indian Education Act Reauthorization process. Part 3.0 contains profiles of Title IV programs and participants in the Indian Fellowship Program funded by Title IV in fiscal year 1982. Part 4.0 contains an estimated State by State distribution of funds obligated by Title IV, Public Law 92-318, during 1982.

The reader's attention is called to Figure 1, entitled "The Relationship of the National Advisory Council on Indian Education to the U.S. Congress and the Executive Branch," which is provided to illustrate the function of the National Advisory Council on Indian Education as the sole Indian organization designated as an "Executive Agency" of the United States Government.

Figure 1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UNITED STATES CONGRESS
Senate Committee On Labor and Human Resources
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SECRETARY OF EDUCATION
ELEMENTARY & SECONDARY EDUCATION
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U.S. DEPARTMENT OF EDUCATION
SENATE SELECT COMMITTEE ON INDIAN AFFAIRS
ANNUAL REPORT TO U.S. CONGRESS
PUBLIC LAW 92-318
BACK
Fifteen Indian and Alaskan Native Council members appointed by the President of the United States
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GLOSSARY

BIA	Bureau of Indian Affairs
FORM 506	Title IV Indian Eligibility Certificate
G.E.D.	General Education Diploma
EPD	Educational Personnel Development
IEA	Indian Education Act
IEP	Indian Education Program
LEA	Local Educational Agency
NACIE	National Advisory Council on Indian Education
NIE	National Institute of Education
NON-LEA	The Indian Contract Schools
OMB	Office of Management and Budget
PPD	Pilot, Planning and Demonstration Project
TITLE IV	Title IV of Public Law 92-318

PART I.0

FINAL RECOMMENDATIONS TO THE UNITED STATES CONGRESS AND THE SECRETARY OF EDUCATION

The National Advisory Council on Indian Education, during calendar year 1982, has offered advice and recommendations to the Congress of the United States in the form of Congressional testimony made after direct consultation with Indian and Alaskan Native people throughout the United States. Congressional testimony was provided by the National Advisory Council on Indian Education as specifically requested by three Congressional Committees on the dates identifed below:

	Congressional Committee	Date of Testimony
1.	U.S. House of Representatives, Subcommittee on Interior Appropriations	February 24, 1982
2.	U.S. Senate, Subcommittee on Interior Appropriations	February 25, 1982
3.	Senate Select Committee on Indian Affairs	March 1, 1982
* 4.	Senate Select Committee on Indian Affairs	May 19, 1982

Congressional testimony before the U.S. House of Representatives, Subcommittee on Interior Appropriations, U.S. Senate, Subcommittee on Interior Appropriations and the Senate Select Committee on Indian Affairs recommended that the level of funding appropriated by the Congress of the United States for fiscal year 1983, remain stable at the fiscal year 1982 level of funding on behalf of Public Law 92-318, Parts A, B, C and D, in the amount of $77,852,000, but requested that the funding level of Title IV Parts(s) B and C be increased for fiscal year 1983. At the Congressional hearings, the Council restated its strong opposition to the proposed transfer of the Indian

[*NOTE: This testimony presented on May 19, 1982, to the Senate Select Committee on Indian Affairs includes a historical perspective of the creation of Title IV of Public Law 92-318, The Indian Education Act of 1972.]

The previous numbered page in

Education Act programs from the U.S. Department of Education to the Bureau of Indian Affairs at the U.S. Department of the Interior, identified in Final Recommendation No. 1, contained in The Eighth Annual Report to the Congress of the United States, entitled, Indian Education: America's Unpaid Debt, as follows:

> "WE RECOMMEND TO THE CONGRESS OF THE UNITED STATES AND THE SECRETARY OF EDUCATION THAT IF THE DEPARTMENT OF EDUCATION IS DISMANTLED. . .THAT ALL INDIAN EDUCATION PROGRAMS (TITLE IV, PARTS A, B, C AND D) ALONG WITH ALL OTHER PROGRAMS DIRECTLY BENEFITING INDIAN CHILDREN AND ADULTS (i.e. IMPACT AID, THE 1% INDIAN VOCATIONAL EDUCATION SET-ASIDE AND OTHERS) WITHIN THE DEPARTMENT OF EDUCATION BE TRANSFERRED INTACT TO AN INDEPENDENT AGENCY OR FOUNDATION OTHER THAN THE DEPARTMENT OF THE INTERIOR."

The Council informed the Congressional Committees that seven volumes of data had been received from Indian and Alaskan Native people by the Legislative, Rules and Regulations Committee of the Council at seven "NACIE Public Hearings" from 1980-1982. Two additional volumes of written testimony received by the Council by mail will be forthcoming by October 1, 1984.

In calendar year 1982, two full meetings of the National Advisory Council on Indian Education were officially approved by the Secretary of Education. One was held in Nashville, Tennessee, on January 9-11, 1982, and a second meeting was held on April 17-19, 1982, in Cambridge, Massachusetts. In conjunction with these two full Council meetings, the Legislative, Rules and Regulations Committee of the Council held two "NACIE Public Hearings on the Reauthorization of the Indian Education Act, Title IV of Public Law 92-318" at each of the Council meetings. No additional full Council meetings nor Committee meetings of the National Advisory Council on Indian Education were approved after April 19, 1982, due to the ". . .imminent appointment of the new Council members. . ." by the President of the United States.

The following four Final Recommendations to the Congress of the United States were approved by the National Advisory Council on Indian Education in 1982:

1. A concern that the Indian Education Act of 1972, Title IV of Public Law 92-318, be reauthorized by the Congress of the United States.

The National Advisory Council on Indian Education, through much discussion of reauthorization and planning of field hearings to insure adequate input from the Indian and Alaskan Native community, has held seven field hearings in the following locations throughout the entire United States. At these seven Federal hearings, the need for the reauthorization of Title IV, Public Law 92-318, was repeatedly expressed:

1.	Dallas, Texas	October 20-21, 1980
2.	Anchorage, Alaska	May 4, 1981
3.	San Diego, California	August 4, 1981
4.	Billings, Montana	September 15, 1981
5.	Portland, Oregon	October 12, 1981
6.	Nashville, Tennessee	January 11, 1982
7.	Cambridge, Massachusetts	April 19, 1982

"THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION, WITH POSITIVE ANTICIPATION OF REAUTHORIZATION OF TITLE IV, RECOMMENDS TO THE CONGRESS OF THE UNITED STATES THAT THE DOCUMENTS AND DATA PREPARED BY THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION, THROUGH FIELD HEARINGS, BE UTILIZED IN PREPARATION FOR THE REAUTHORIZATION OF INDIAN EDUCATION LEGISLATION."

2. A concern that Federal funds appropriated by the Congress of the United States will provide full and adequate funding levels no less than that contained in the Fiscal Year 1981 Budget of the United States for all Impact Aid Programs funded by Public Law 81-874, School Assistance in Federally Affected Areas.

The National Advisory Council on Indian Education is mandated by Public Law 92-318, Section 442(b) with respect to the administration of any program in which Indian children or adults participate from which they can benefit,

including Public Law 81-874, as amended. Impact Aid funding provided to public schools in lieu of local property taxes represent the Federal Government's single largest expenditure for the delivery of educational services to Indian people. Any future proposed reductions in Federal funding levels provided for these purposes will severely affect the ability of some public school districts to continue to function.

"WE RECOMMEND TO THE CONGRESS OF THE UNITED STATES AND THE SECRETARY OF EDUCATION THAT FULL AND ADEQUATE FUNDING LEVELS, NO LESS THAN THAT CONTAINED IN THE FISCAL YEAR 1981 BUDGET OF THE UNITED STATES, BE PROVIDED FOR ALL PURPOSES INTENDED BY PUBLIC LAW 81-874, IMPACT AID, SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS."

3. A concern that Federal funds appropriated by the Congress of the United States for support of the Indian education programs, mandated by Title IV of Public Law 92-318, Parts A, B, C and D, for fiscal year 1983, and funds to support the National Advisory Council on Indian Education remain stable at the fiscal year 1982 level of funding.

The National Advisory Council on Indian Education is well aware of the necessity for fiscal austerity in Fiscal Year 1983, on the part of the Federal Government of the United States. However, the Council respectfully submits that funds appropriated for the Indian Education Act remain at the 1982 level of funding.

"WE RECOMMEND TO THE CONGRESS OF THE UNITED STATES AND THE SECRETARY OF EDUCATION THAT FUNDS PROVIDED BY THE CONGRESS OF THE UNITED STATES IN SUPPORT OF PUBLIC LAW 92-318, TITLE IV, PART(S) A, B, C AND D, REMAIN STABLE AT THE FISCAL YEAR 1982 LEVEL OF $77,852,000, FOR 1983."

4. A concern that Federal funding support for Parts B and C of Public Law 92-318, Title IV, the Indian Education Act of 1972, be increased for fiscal year 1983.

It has come to the attention of the National Advisory Council on Indian Education that funding for Part(s) B and C of Title IV of Public Law 92-318, has not kept pace with the demonstrated need on behalf of the Indian and Alaskan Native people who apply to the Federal Government for such support.

"WE RECOMMEND TO THE CONGRESS OF THE UNITED STATES AND THE SECRETARY OF EDUCATION THAT THE TITLE IV, PART(S) B AND C BUDGETS BE INCREASED FOR 1983."

PART 2.0

ACTIVITIES OF THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION DURING 1982:

THE COUNCIL AND THE INDIAN EDUCATION ACT REAUTHORIZATION PROCESS

MAP 1

Dates and Locations of
Two Full Council Meetings and
Two Federal Hearings on the
Reauthorization of Public Law 92-318
Calendar Year 1982

1.	Nashville, Tennessee	January 9-10, 1982
*2.	Nashville, Tennessee	January 11, 1982
3.	Cambridge, Massachusetts	April 17-19, 1982
*4.	Cambridge, Massachusetts	April 19, 1982

*NACIE Federal Hearings on the Reauthorization of Public Law 92-318, Title IV, the Indian Education Act of 1972.

2.1 NACIE ACTIVITIES IN 1982

During calendar year 1982, the National Advisory Council on Indian Education held two full Council meetings at the following locations and dates: (1) Nashville, Tennessee, January 9-10, 1982; and, (2) Cambridge, Massachusetts, April 17-19, 1982.

The meeting sites were recommended by the Legislative, Rules and Regulations Committee of the National Advisory Council on Indian Education in accordance with the established "NACIE Public Hearing Plan." The Committee had planned, in advance, to ensure that each major region of the United States with an Indian or Alaskan Native population would have an opportunity to present direct testimony to the Council with regard to the reauthorization of the Indian Education Act. Consequently, two NACIE public hearings on the reauthorization of the Indian Education Act were held concurrently with each full Council meeting at these locations in order to conserve scarce Council funds.

During 1982, the Council's primary focus was on the "Indian Education Act Reauthorization Process," since by Law, the Act was scheduled to expire on October 1, 1984, unless reauthorized by the Congress of the United States. The role of the Council in the Indian Education Act Reauthorization Process is described next in detail.

The National Advisory Council on Indian Education would like to extend our special recognition to Professor John Rouillard, Chairperson of the Legislative, Rules, and Regulations Committee on behalf of his expert leadership provided throughout the entire participation of the National Advisory Council on Indian Education in the "Indian Education Act Reauthorization Process".

MAP 2

Dates and Locations of
Seven Federal Hearings on the
Reauthorization of the Indian Education Act,
Title IV of Public Law 92-318
held by the
Legislative, Rules and Regulations Committee
of the
National Advisory Council on Indian Education

1. Dallas, Texas – October 20-21, 1980
2. Anchorage, Alaska – May 4, 1981
3. San Diego, California – August 4, 1981
4. Billings, Montana – September 15, 1981
5. Portland, Oregon – October 12, 1981
6. Nashville, Tennessee – January 11, 1982
7. Cambridge, Massachusetts – April 19, 1982

2.2 FORMULATION OF THE "NACIE PUBLIC HEARING PLAN"

In July 1980, the National Advisory Council on Indian Education determined that the American Indians and Alaskan Natives should be consulted directly regarding the Reauthorization of Title IV of Public Law 92-318, the Indian Education Act of 1972, whose authority was extended by Public Law 95-561, Part C - Indian Education Provisions, Sec. 1141(c)(2) to October 1, 1983.

The Chairperson of the Council, with the approval of the Executive Committee, charged the Legislative, Rules and Regulations Committee of the National Advisory Council on Indian Education with the responsibility of developing a Nationwide "NACIE Public Hearing Plan" for the express purpose of soliciting direct input from American Indian and Alaskan Native people regarding the topic of the Reauthorization of Title IV of Public Law 92-318, the Indian Education Act of 1972.

Because of limited funds, the Legislative, Rules and Regulations Committee planned to have the majority of such public hearings held in conjuction with planned full Council meetings. Any additional funds remaining were to be utilized for the purpose of holding additional hearings in regions of the United States where a full NACIE Council meeting had not been planned. The Committee determined that the widest possible audience should be consulted Nationwide.

The implementation of the "NACIE Public Hearing Plan" resulted in five public hearings held in conjunction with full NACIE Council meetings commencing from October 20, 1980, through April 19, 1982. These five hearings were held in the following locations at the prescribed dates:

(1)	Dallas, Texas	October 20-21, 1980
(2)	Anchorage, Alaska	May 4, 1981
(3)	Portland, Oregon	October 12, 1981
(4)	Nashville, Tennessee	January 11, 1982
(5)	Cambridge, Massachusetts	April 19, 1982

In addition, two separate public hearings were held by the Legislative, Rules and Regulations Committee independently from association with the full Council meetings at the two following locations:

(6)	San Diego, California	August 4, 1981
(7)	Billings, Montana	September 15, 1981

Seven volumes of written testimony were received and compiled as a result of direct testimony received from the American Indian and Alaskan Native communities who presented verbal or written testimony to the Committee.

An eighth volume of written testimony was received by the Council via mail during 1980-81, and a ninth volume is expected during 1982-1984. Nine volumes of verbatim testimony will be available for presentation to the Congress of the United States for their review in consideration of the reauthorization of the Indian Education Act.

2.3 NOTIFICATION OF THE REQUEST FOR TESTIMONY AND INSTRUCTIONS TO WITNESSES

The Legislative Committee determined that the following means of notifying the American Indian and Alaskan Native public should be utilized:

- Notice of public hearings by use of the "NACIE NEWSLETTER"
- Notice of public hearings by use of a "NACIE PRESS RELEASE"
- Notice of public hearings by use of the Federal Register
- Notice of public hearings by use of the Indian Education Resource and Evaluation Centers' Newsletters
- Notice of public hearings by the use of regional Indian and Alaskan Native newspapers and newsletters

The Legislative, Rules and Regulations Committee, consisting of the Chairperson and four members of the Committee, were in attendance at each of the seven NACIE Public Hearings on the reauthorization of the Indian Education Act, Title IV of Public Law 92-318. In addition, the Council's Executive Director and Administrative Officer were also present for the purpose of taping the Hearing Sessions and for assisting the Committee in the receipt of testimony. The remaining ten members of the Council were encouraged to participate as well, when this could be achieved at no additional cost to the Council. Some Council members, who were not members of the Legislative Committee, donated their time for this purpose on several occasions.

The instructions to the witnesses, recited by the Chairperson at each NACIE Public Hearing and identified in the notification process, were two-fold:

- What are the positive impacts of Public Law 92-318, the Indian Education Act of 1972, regarding the education of Indian and Alaskan Native people?
- What specific changes are required in the legislation which will improve the effective delivery of educational services to Indian and Alaskan Native people?

The Committee was intent upon objectivity throughout the entire public hearing process, and for this reason, requested that both the positive and negative aspects of the Act be identified by each witness. In this manner, the Committee strived for the acquisition of an objective record, which would be available for review by the Congress of the United States.

2.4 CHARACTERISTICS OF WITNESSES PRESENTING TESTIMONY

Public testimony regarding the reauthorization of the Indian Education Act was received by the Legislative, Rules and Regulations Committee of the National Advisory Council on Indian Education from the following list of witnesses:

(1) Public Hearing No. 1, Dallas, Texas, October 20-21, 1980

Written testimony or transcribed testimony was received from 32 witnesses, including Title IV Parent Advisory Committee members, Title IV program coordinators, Indian parents, Johnson-O'Malley Parent Committee members, Tribal Education Program Directors, the Vice President of a Tribally Controlled Community College, an Indian counselor at a major university, a Director of a Native American fellowship program at a major university, an Elementary School Principal at a public school, the Chairperson of a National Indian organization, the Director of Adult Education of an Urban Indian Education Foundation, the Director of an American Indian Center, the Editor of a newspaper, a Museum director, an Education consultant and the Superintendent of an Indian high school.

(2) Public Hearing No. 2, Anchorage, Alaska, May 4, 1981

Written testimony was received from 31 witnesses, including a Coordinator of Federal programs, Directors of Alaskan Native education programs, Directors of Alaskan Native associations and prominent Alaskan Native organizations located in the State of Alaska, Alaskan Native teachers and college students, a Chairman of the Title IV Alaskan Native Parent Committee for the Anchorage School District, the President of the Alaskan Native Education Association, members of Title IV parent committees, an Alaskan Native university instructor, a Superintendent of schools, two Presidents of Tribal Councils and several Alaskan Native parents.

(3) Public Hearing No. 3, San Diego, California, August 4, 1981

Written testimony was received from 17 witnesses, including several Title IV Directors and Coordinators, the Director of the Navajo Division of Education, a high school Principal, a Superintendent of schools, the Chairperson of a Title IV Parent Advisory Committee, an Indian education consultant, several Education directors of Indian tribes, a College Professor and several Indian college students.

(4) Public Hearing No. 4, Billings, Montana, September 15, 1981

Written testimony was received from 15 witnesses, including several Indian college instructors, several board members of Tribally Controlled Community Colleges located in the State of Montana, one President of an Indian community college, the President of the South Dakota Indian Education Association, an Adult Education

Director, a Director of Indian Career Services at a public college, an Acting Director of Native American Studies at the University of Montana, two Chairpersons of Title IV Parent Advisory Committees and the Coordinator of Indian Affairs for the State of Montana.

(5) Public Hearing No. 5, Portland, Oregon, October 12, 1981

Written testimony was received from 28 witnesses, including several members of Title IV Parent Advisory Committees, JOM (Johnson-O'Malley) Parent Advisory Committees, Indian school board members, the Governor of an Indian tribe, a State Director of Education, the Chairman of a reservation-wide education committee, Title IV Project Directors, a State Superintendent of Education, the Chairman of a Tribal Council, several Directors and Coordinators of Indian education, the President of a student council, the Chairman of a Board of Trustees of an Indian school district in Montana, a Chapter President of an Indian tribe and a Federal Program Coordinator for a Montana tribe.

(6) Public Hearing No. 6, Nashville, Tennessee, January 11, 1982

Written testimony was received from four witnesses, including an instructor from the Boston Indian Council, Inc., the Director of a Choctaw Adult Education Program, the Director of a Native American Graduate Education Program and from the President of the Seneca Indian Nation of New York.

(7) Public Hearing No. 7, Cambridge, Massachusetts, April 19, 1982

Written testimony was received from 15 witnesses, including several Project Directors from the Boston Indian Council, Inc., the Director of the Massachusetts Commission on Indian Affairs, Indian

graduate students attending the Harvard Graduate School of Education, Harvard University, the Project Director of an Indian language program and the Indian Co-Chairman of a Federal Regional Indian Task Force.

One additional volume of written testimony, for the years 1980-81, was received by mail from American Indian and Alaskan Native people throughout the United States. Such testimony was specifically requested by the Legislative, Rules and Regulations Committee in order that those people who were unable to attend one of the seven public hearings was afforded an opportunity to make their views known to the Congress of the United States.

Eight volumes of public testimony received from the Indian and Alaskan Native people have been reproduced verbatim. The Council has left the comment period open, until 1984, in order to receive any additional testimony from American Indian and Alaskan Native people regarding the reauthorization of the Indian Education Act. This open comment period will make up the ninth volume of testimony, which will be reproduced and bound for calendar years 1982-84. All nine volumes will be officially transmitted to the appropriate Committees of Congress involved in the "Reauthorization of the Indian Education Act." Additional nine-volume sets will be available, upon request, to members of the Congress of the United States who are not members of the authorizing Committees.

In order to conserve the valuable time resources of the Congress of the United States, the Council felt it necessary to include A Partial Summary of Problems, Findings and Recommendations Identified by American Indian and Alaskan Native People at Seven Federal Hearings on the Reauthorization of the

Indian Education Act, Public Law 92-318: 1980-1982, which follows, in order that such important information could be available in summary form for Congressional review. Therefore, while some of the problems, findings and recommendations contained in the Seven Public Hearing Volumes have been identified in this Report, the reader is cautioned to refer to the seven original volumes of testimony for a complete understanding of the intent of the Indian and Alaskan Native presentors.

2.5 A PARTIAL SUMMARY OF PROBLEMS, FINDINGS AND RECOMMENDATIONS IDENTIFIED BY AMERICAN INDIAN AND ALASKAN NATIVE PEOPLE AT SEVEN FEDERAL HEARINGS ON THE REAUTHORIZATION OF THE INDIAN EDUCATION ACT, PUBLIC LAW 92-318, 1980-1982

This Partial Summary of the seven hearings held by the Legislative, Rules and Regulations Committee of the National Advisory Council on Indian Education will provide the reader with only a brief overview of the original written and verbal testimony received by the Committee. It is only intended for those who wish a short-hand summary of the problems, findings and recommendations identified by American Indian and Alaskan Native people who testified before the Committee regarding the Reauthorization of Public Law 92-318, Title IV, the Indian Education Act of 1972. The reader is advised to consult directly the entire seven volume collection of hearing testimony in order to understand completely the concerns and recommendations of those witnesses who were present at the following seven NACIE Federal Hearings:

1. Dallas, Texas - October 20-21, 1980
2. Anchorage, Alaska - May 4, 1981
3. San Diego, California - August 4, 1981
4. Billings, Montana - September 15, 1981
5. Portland, Oregon - October 12, 1981
6. Nashville, Tennessee - January 11, 1982
7. Cambridge, Massachusetts - April 19, 1982

By providing the American Indian and Alaskan Native people an opportunity to state their views relative to the Reauthorization of the Indian Education Act, the Council has attempted to fulfill its responsibilities to the Congress of the United States and to the Indian and Alaskan Native people whom we represent throughout the United States.

(1) Public Hearing No. 1, Dallas, Texas, October 20-21, 1980

1. Lack of Title IV Parent Advisory Committee input into direction of program
2. Will not apply for Title IV due to too many rules and regulations
3. Inadequate funding of Title IV
4. Periodic and systematic consultation with tribes and Indian organizations needed
5. Tribal Departments of Education should be a priority for funding
6. IEP needs to strengthen its Indian education research efforts, as well as the National Institute of Education (NIE)
7. An absence of consistent information from IEP was reported in 1980
8. Lack of "Indian Preference" in running the IEP in Washington, D.C.
9. Possible receipt of Title IV funds by a school district, but no Indian programs at the school
10. No Indian representation on a local school board
11. Increased evaluation of how Title IV funds are spent at local level
12. Lack of a Parent Advisory Council (PAC) for a BIA Indian education program
13. More effort needed in the area of "Gifted and Talented" Indian students
14. Reauthorize Title IV
15. Increase Indian Fellowship stipends to keep up with inflation
16. Lessen part-time requirements for Indian Fellowship students and increase financial assistance
17. Reauthorize Title IV
18. Improve communications between parents, school personnel and students
19. More funds for Title IV, Part C, Indian Adult Education
20. Develop an IEP data base
21. Funds for on-going teacher training for Indian adults via Title IV, Part C are needed

22. The IEP should consider establishing formal communications with State Adult Education Departments

23. Increased demonstration projects to develop educational programming in radio and television broadcasting

24. Title IV funds have helped decrease the student dropout rate

25. Problem of absence of Indian preference for hiring at local level for Title IV programs

26. Additional funding recommended for all Title IV programs and the IEP

27. Additional IEP staff needed

28. Form 506 data to be collected only once every five years

29. Information on Title IV deadline dates to school districts needs to be improved

30. Reauthorize Title IV

31. Continue funding for Title IV

32. More closely monitoring of the Title IV Grant Review Process

33. Reauthorize Title IV

34. Additional funds are needed to train more Indian teachers nationwide

35. Reauthorize Title IV

36. Reauthorize Title IV

37. Reauthorize Title IV

38. Additional funding for Title IV

39. Reauthorize Title IV

40. Reauthorize Title IV

41. Reauthorize Title IV

42. More Indian teachers are needed

43. Reauthorize Title IV

(2) Public Hearing No. 2, Anchorage, Alaska, May 4, 1981

1. Reauthorize Title IV
2. Continue funding for Title IV, Part A
3. Funds needed for curriculum development, language education and higher education
4. Either the tribal councils or the LEA should be permitted to distribute Title IV, Part A funds
5. Title IV PAC's allow the direct involvement of parents in the education of their children in the State of Alaska, and is needed to continue
6. Continue funding Title IV, Part C, Indian Adult Education
7. Title IV programs should assume some of the financial responsibilities such as student services, counselors and tutors in the State of Alaska
8. Increased parental involvement in Indian education needed
9. Reauthorize Title IV
10. Reauthorize Title IV
11. Teacher training in the areas of cross-cultural communication styles; research on learning styles of Native children; and, a curriculum development dissemination program is needed in Alaska
12. Title IV provides a means of enhancing the self-image of Alaskan Native children and in educating their teachers to their special needs
13. In-service teacher training is needed in Alaska via Title IV program funds
14. Through the IEA basic skills, reading and math of rural students has improved markedly
15. Better understanding of their cultural heritage has been one accomplishment of Title IV
16. Increased parental involvement has been one result of the IEA in Alaska
17. Title IV Rules and Regulations should be changed to include in-service teacher and administrator training for teachers of Native children in Alaska
18. Reauthorize Title IV

19. Title IV funds must be increased substantially in the State of Alaska

20. A priority must be placed on Indian education research to identify ways of improving Alaskan Native education in Alaska

21. Reauthorize Title IV

22. Increased parental and community involvement has been a result of the IEA

23. Without Federal programs such as Title IV, there would have been no parent/community participation in Alaskan rural schools and communities

24. In some parts of Alaska, Native culture is never truly a part of the course curriculum

25. Stabilized funding at the State and Federal levels is needed to assure that Native programs are continued and integrated into the school curriculum of Alaskan Villages

26. Turn-over of IEP staff sometimes results in inconsistent communications regarding Title IV program requirements or deadlines

27. A "Sample Title IV, IEA Application Packet" should be sent with the original blank application as a guide

28. The cost of operating programs in rural Alaska is very expensive due to high salaries, high cost of living and high transportation costs, which needs to be taken into account by the IEP

29. The Indian Education Resource and Evaluation Centers are needed and should continue

30. Communications to Alaska from Washington, D.C., are very slow and often not comprehensive enough to insure that Native people are informed on a timely basis

31. Reauthorize Title IV

32. In Alaska, via Title IV, they have only begun to see gains in addressing the special educational needs of Native students

33. Additional in-service teacher training is needed within school districts

34. There is a need to integrate classes receiving supplemental programs so that cross-cultural understanding can be shared through knowledge of Native cultures

35. Only Alaskan Natives should be asked to define who is Native and who is not

36. The terminology "Alaska Natives" should be added to the Form 506, Certification Form, in order to include all Native people in Alaska

37. The high school dropout rate in a major city in Alaska, is extremely high for a variety of factors

38. Title IV, the Indian Education Act, has made it possible to begin to build confidence, positive identity, pride in being an Alaskan Native and in improving academic skills needed to survive

39. Reauthorize Title IV

40. Title IV has had a positive impact by increasing Native parental involvement in the school districts located in major cities in the State of Alaska

41. Reauthorize Title IV

42. The Indian Education Act has provided instruction in Native culture which has reduced suicide rates, alcohol and drug abuse and the Native student dropout rate

43. Reauthorize Title IV

44. Title IV has had a tremendous positive impact on the academic preparation of Native students

45. Reauthorize Title IV

46. Two Alaskan Natives should be represented on the National Advisory Council on Indian Education, rather than only one

47. Title IV has provided great parent participation in the Sitka School District; a variety of effective programs available to Native students; it promotes family participation; reinforces the Native cultures and languages; and, reaches a large number of Native children

48. Reauthorize Title IV

49. Title IV saves money because it reinforces motivation to Native children which avoids later problems since needed activities for young people are provided by the Indian Education Act

50. Title IV has instilled Native pride in many Native students

51. There will be a continual need for Title IV, which has helped young Native people to develop positive behavior patterns

52. Title IV has helped three Native high school students understand their culture and the responsibility of holding a job by instilling pride and improving cross-cultural communications

53. Native student academic performance, the development of a better self-concept, cultural awareness and pride have resulted from the IEA program

54. Reauthorize Title IV

55. Native cultural awareness provided by the IEA program has had a very positive affect upon Native students

56. Reauthorize Title IV and increase the level of funding

(3) Public Hearing No. 3, San Diego, California, August 4, 1981

1. Reauthorize Title IV

2. In the State of Arizona, Title IV, the Indian Education Act, began the long process of Indian parental input and participation in programs to meet the academic and culturally related special educational needs of Indian children

3. The foremost positive effect of the Indian Education Act according to one presentor was the legal requirement that Indian parents participate in the structuring of educational programs for Indian children in the public schools

4. The second major effect of the Indian Education Act has been to provide programs to meet the culturally related academic needs of Indian students. The funding of Title IV programs resulted in an increased motivation of the community at large in Indian education

5. Title IV funding is seen by some as "survival funding"

6. In the future, the Indian Education Act should continue to emphasize education for Indian survival and self-sufficiency, as it has in the past. Academic achievement by Navajo children has substantially improved since the beginning of Title IV. The first major project funded through the Navajo Tribe by Title IV was "Strengthening Navajo Education," which led to the implementation of the Navajo Teacher Education Development Program and produced over 500 teachers since 1974. Over 90% of these graduates are teaching in Navajo schools and contributing to the Nation as Federal taxpayers

7. Prior to Title IV, Navajo adult education had limited success due to limited funds available

8. The Indian Fellowship Program has had a positive impact and is endorsed by the Navajo Tribe, although additional Indian professionals in various areas are greatly needed

9. The ultimate value of Title IV is that it can provide a community the vehicle for alternative means of achieving individual and community educational goals

10. Reauthorize Title IV and increase the appropriations

11. Both the Educational Personnel Development Program and the Indian Adult Education Program contained in Part C of Title IV should be expanded

12. Reauthorize Title IV

13. Title IV has provided funds for a summer creative arts program in New Mexico which otherwise would not have been able to exist

14. The summer program mentioned above has reinforced the development of a positive self-concept among Indian children participating

15. Through Title IV, an Indian teacher training program which supports Indian interns has been established in New Mexico

16. Title IV has provided funds for Indian curriculum development in New Mexico

17. The Title IV parent advisory committee concept has increased Indian parental involvement in Indian education in New Mexico

18. Reauthorize Title IV

19. In California, Title IV has reduced "cultural isolation" experienced by Indian students

20. In addition, Title IV has supported the development of a positive self-image among Indian children in California

21. Title IV funding has assisted students in improving their academic achievement

22. Title IV has provided for parental involvement in the education of their children in California

23. Indian students served by Title IV have become involved in community affairs in California for the first time

24. Reauthorize Title IV

25. In Los Angeles, Title IV is a major source of fiscal assistance serving a significant number of Indian students

26. Title IV has provided both academic programs of study and cultural programs in the city of Los Angeles, California

27. Via Title IV, a "gifted" Indian student has been identified in Los Angeles

28. Indian students participating in the Indian Education Act programs have received grants and scholarships to attend college due to the fact they have been better prepared through Title IV

29. Via Title IV, a major school district in Los Angeles, California, has become more aware of the presence of Indian students

30. The Indian certification process has been problematic in Los Angeles, California

31. A list of positive experiences resulting from Title IV, the Indian Education Act, is evidenced in the State of California

32. Reauthorize Title IV

33. Reauthorize Title IV

34. Reauthorize Title IV

35. Reauthorize Title IV

36. Title IV has provided for many Indian fellowships at the University of Arizona in Tucson, Arizona. The Title IV program at Tucson, Arizona, has reinforced Indian academic achievement and Indian cultural awareness

37. Indian parental involvement has become far more active since the beginning of Title IV, in Tucson, Arizona

38. Reauthorize Title IV

39. In Lakeside, California, Title IV funds are used primarily for cultural programs and are the only source of Federal funds available for this purpose

40. Title IV program evaluators from the Indian Education Programs in Washington, D.C., are welcomed and have demonstrated that the IEP office is very interested in the quality of Title IV programs

41. Reauthorize Title IV

42. In Alpine, California, Title IV provides funds for academic improvement

43. In California, Title IV has provided funds for higher education for Indian students

44. Reauthorize Title IV

45. One witness stated that the Title IV program has had a strong and positive impact on both the schools and Indian communities in San Diego, California

46. More Indian language programs should be funded by Title IV

47. Reauthorize Title IV

48. Both Indian cultural awareness and academic achievement have been stressed through Title IV in Southern California

49. Reauthorize Title IV

(4) Public Hearing No. 4, Billings, Montana, September 15, 1981

1. One witness stated that a local education agency in Montana was forcing the Parent Advisory Committee to spend funds according to the wishes of the school district upon the threat of terminating the whole Title IV program

2. It was reported that through Title IV funds, an alternative high school was established which virtually ended the entry of some Indian students into Montana's custodial institutions

3. It was reported that an Indian community college receiving a Part C grant for Indian Adult Education had graduated over 70 adult G.E.D. graduates during three years of operation

4. Reauthorize Title IV

5. Increase Title IV appropriations

6. The Indian Education Programs office should increase their authority in reference to problems dealing with authority of parent advisory committees to recommend Indian cultural programs to the LEA.

7. Indian parent advisory committees under Title IV should be afforded the authority to participate in the hiring of personnel employed by Title IV programs.

8. An Indian teacher training project funded by Title IV at an Indian community college resulted in the graduation of 43 Indian students at the bachelor's degree level; 31 of whom were employed in teaching positions with Indian children and 12 of whom were in educational administration positions, while others were working in tribal government as a result of a three year program.

9. The witness who commented above stated that it would be a shame to stop the effort begun by Title IV for lack of funds when the job is not yet done.

10. Reauthorize Title IV and appropriate adequate funding for this important program

11. The presence of a Title IV Indian education coordinator at one school encouraged Indian students to remain in school and, thereby, reduced the dropout rate while serving as a role model for Indian students

12. Through the Title IV, Part B program, a number of Indians holding Bachelor's Degrees and Master's Degrees have steadily increased through participation in the Indian Fellowship Program and teacher training programs

13. In the experience of one witness, professional Indian administrators and teachers equipped with degrees, earned with the assistance of Title IV, usually return to an Indian setting such as a reservation or school district following graduation and, thereby, have a long term impact upon the quality of Indian education in their home communities

14. On an Indian reservation in the State of Montana, the Title IV, Part C project has provided substantial training for Indian adults who are working toward their G.E.D. certificates on that reservation

15. The Title IV Indian Adult Education Program identified above is staffed by an Indian professional, who provides Individual Counseling, Career Education Counseling, and Employment Placement

16. An Indian career counselor at the Montana College stated that Indian adult education programs in the State of Montana, funded by Title IV, Part C, have been the sole source of support for adult education training in the State

17. In addition to G.E.D. preparation, the Title IV, Part C program in Montana, has also provided health education through science programs. For instance, at one reservation-based adult education program, 85 First Aid Cards and 75 Home Nursing Certificates were achieved, while 40 G.E.D. certificates were earned by Indian adults, 24 of whom went on to college

18. The same witness stated that there is continued need for language skill training in English on those reservations where English is identified as a second language

19. Appropriation levels for Title IV have been far too low in Title IV, Part C, Adult Education and should be increased

20. The National Advisory Council on Indian Education has provided a vitally important service in Indian education and should be continued in the future

21. Reauthorize Title IV

22. A Director of a major Title IV program in a city in Montana stated that Indian children participating in the Title IV program would not have had an opportunity for attaining educational equality in the absence of the program

23. The witness above stated that the dropout rate of Indian children has decreased significantly at his program in Montana from 75 to 80% annually to less than 12% since the inception of the Title IV program

24. Positive attitudes have been demonstrated between Indian and non-Indian students

25. Title IV has reinforced Indian parental involvement in Indian education in the State of Montana and has improved markedly communications between the schools and the Indian community

26. Title IV is the only education program in a major city in Montana which addresses special educational and cultural needs of Indian children

27. Indian students' grades and attendance have improved significantly since the beginning of Title IV in the school system

28. A major school system in the State of Montana is incorporating the study of Native American history and culture into the regular school curriculum

29. Title IV monies are desperately needed to continue urban programs in the absence of additional funds

30. Indian out-migration from reservations to cities for the purpose of obtaining employment has increased the need for Title IV funds. Federal aid, guaranteed by treaty rights, should be made available to all Native Americans regardless of their place of residence

31. Reauthorize Title IV

32. The Title IV Teacher Aide program on a Montana Indian Reservation allows local Indian community members to enter the classroom and assist the teacher and the student in improving the quality of education in the school while providing a positive role model for Indian students

33. The Title IV Native American Indian Studies Program established at the same school helped to instill pride and self-confidence in the Indian students

34. The Title IV parent advisory committee in the same school identified above has a very good relationship with the local educational agency and has improved communications and understanding in both groups of people

35. The Acting Indian Director of a Native American Studies Program in a major university in Montana stated that Title IV has contributed directly to the graduation of numerous Indian students from the University, and that they are now only beginning to see the impact of this important legislation

36. Title IV has had a positive impact in developing Indian pride among Indian people in the State of Montana

37. A coordinator of Indian affairs for the State of Montana stated that the Governor's Interstate Indian Council supports reauthorization of P.L. 92-318, Title IV, the Indian Education Act of 1972

38. Through a Title IV, Part C, Indian Adult Education Program, on the Fort Belknap Indian Reservation, a variety of important programs have been established leading to the completion of approximately 140 G.E.D. certificates while attending classes on the reservation

39. Reauthorize Title IV

40. The Director of an Indian teacher training program, funded by Title IV, Part B, at an Indian community college in the State of Montana, has been initiated to train 19 Native Americans in the field of elementary education over a four-year period

41. The program identified above, established by Title IV, was planned and implemented by Indian people for the benefit of Indian people

42. A parent advisory committee located in one of the largest cities in the State of Montana, reported that the evaluation survey of principals, district teachers, students and parents had many positive effects with the initiation of Title IV projects in that city

43. Reauthorize Title IV

44. The Treasurer of the National Indian Adult Education Association identified the need for the Indian Education Program office to establish a statistical data base concerning all parts of the Indian Education Act in order to develop the capability for data retrieval when needed

45. Reauthorize Title IV

46. The Chairperson of a Title IV Parent Advisory Committee in Fargo, North Dakota, stated that Title IV has a unifying affect on Indian people in general, has involved Indian parents in the education of their children, has reduced the dropout rate during a seven year period substantially and has improved the self-image of Indian children through increased awareness of their Indian heritage

47. The same witness stated that deepest respect and appreciation has been developed between the non-Indian community and the non-Indian school district, and the Title IV parent advisory committee through the Title IV program. However, this process has just begun

48. Reauthorize Title IV

(5) Public Hearing No. 5, Portland, Oregon, October 12, 1981

1. In Rapid City, South Dakota, the Title IV Parent Advisory Committee had dramatically increased Indian parent participation in the education of Indian children

2. The presence of Title IV in Rapid City marks the first time that Indian people have been afforded the opportunity to identify educational problems and correct them through established programs

3. Reauthorize Title IV

4. Additional educational and administrative staff have been provided by Title IV in Rapid City, South Dakota, including counseling services at the elementary level, home school liaison and tutors at the elementary school level

5. Title IV has resulted in a continuous and gradual awareness of the educational and cultural needs of Indian students by the school district in Rapid City, South Dakota

6. Reauthorize Title IV

7. The language in Title IV, including the rules and regulations, should be precise enough to clarify differences between this program and other Federal programs by all those who deal with the Act, including OMB, Congressmen and administrators

8. The future placement of Title IV programs should attempt to rectify and delienate the differences in purposes between Title IV and other programs provided by the Bureau of Indian Affairs

9. Block granting Title IV to the states would totally destroy the integrity of the programming intended by Title IV

10. Experience with states in other areas have shown that states are reluctant at best to make an effort to meet the special needs of Indian children. It has been proven again and again in numerous Indian communities that if the participatory requirements for parent committees are not strictly monitored and enforced, school districts will not participate in that partnership

11. States have not proven either their willingness nor their ability to take over Federal responsibility for education of their Indian students

12. The Indian Education Act should be expanded to include responsibilities for portions of other educational programming such as bilingual education, consumer education, ethnic heritage, the 1% vocational education set-aside program and others

13. The Indian Education Program office should remain in a National Education Foundation or some other, as yet undefined, unit for coordination of all these programs which would maximize the effectiveness of each program and protect the integrity of the programs

14. The flexibility of Parts B and C make them highly effective

15. It was recommended that the Indian Education Act be reauthorized as an administrative unit within an, as yet undefined, Agency or Foundation which will coordinate all education at the Federal level

16. Language should be added in the reauthorization of the Act which includes the transfer of all other Indian-related educational programs in the Department of Education under the umbrella of Title IV

17. One witness recommended that the emphasis on appropriations with regard to Title IV be moved from Title IV, Part A, to Title IV, Part B and C

18. Under the Indian Education Act, the Zuni Adult Education Program has been producing between 75 and 125 G.E.D. graduates each year, but due to the competitive nature of funding, the program was terminated this year

19. Reauthorize Title IV, with special emphasis upon approved funding for Parts B and C

20. Reauthorize Title IV. Indian preference should be exercised at the Indian Education Programs office in the hiring and promotion of all staff

21. Funding for all Parts of Title IV should be increased substantially at the time of reauthorization

22. Indian tribes as well as Indian organizations should be able to have the authority to contract for Part A programs when the LEA does not apply or does not cooperate with the Indian education committee

23. Indian Fellowships should be limited to juniors, seniors and graduate students only

24. Indian Fellowships should be provided to students in fields depending upon their high academic achievement

25. The National Advisory Council on Indian Education should use their own discretion to limit the awarding of Parts B and C grants according to geographical distribution

26. An Indian tribe or Indian organization should be limited to one Part B and one Part C grant

27. There should be a dollar limitation on the amount of grant approved to a single organization or tribe based upon need and service population

28. State, Regional and National Indian organizations should not be eligible for Parts B and C grants. Parts B and C grants should be limited to Indian tribes and local Indian organizations

29. Indian Fellowships should be based upon academic achievement, as well as financial need

30. Reauthorize Title IV

31. Reauthorize Title IV

32. At one location in Arizona, the Parent Advisory Committee members have not been involved in the Title IV program by the LEA. The parent advisory committee has not been involved in the selection of the Title IV staff

33. At one location in the State of California, the Title IV program increased the mutual cooperation and unification of the communities in the area, sponsored Indian cultural activities, developed curriculum, provided visible Indian role models and has strengthened the role of Indian people with regard to the education of their children

34. Reauthorize Title IV

35. Reauthorize Title IV at an increased level of funding

36. Title IV has reduced dropout figures in Helena, Montana, substantially, from 73%, twelve years ago, to approximately 5 to 6% at this time

37. The most frustrating part of Title IV is the amount of paperwork required to apply for Federal funds from this program

38. At the local level, one LEA would like to spend more time in the operation of the programs rather than completing 506 Forms, accounting procedures and other paperwork

39. Identification of being "Indian" must be simplified especially at the urban level

40. The State Superintendent of Education located in Oklahoma City, Oklahoma, supports the reauthorization of the Indian Education Act

41. The Director of Indian Education for the Robeson County Board of Education in Lumberton, North Carolina, has identified extensive program accomplishments for Title IV

42. Reauthorize Title IV

43. A member of one school board located in Douglas, Alaska, stated that Title IV programs funded by the Indian Education Act, while positive, have only touched the surface concerning the issues that should be expanded in order to assist Native Americans in their rights to an education

44. An Indian witness from the State of Washington stated that the presence of Title IV has increased the number of students graduating from high school, and that 40% have gone on to higher education

45. More Indian staff development is needed for Native American Title IV employees

46. Although great strides have been made through Title IV, Part A, the rise of inflation has reduced the impact due to the lack of adequate funds available to provide quality programs for Native American students

47. In the future, Title IV should place a higher priority on Indian curriculum development

48. Title IV monies should not be block granted to school districts due to the fact that funds intended for Indian education will be used for other purposes by the local district

49. Reauthorize Title IV

50. Block granting of Title IV would lead to disenfranchisement of a significant number of Indian people from Title IV programmatic support according to an Indian witness from the State of Oklahoma

51. The Indian Education Act has significantly improved the educational opportunities for Indian people and should be reauthorized

52. In the State of Oklahoma, according to one witness, State support for Indian Education has not been marked by one significant legislative appropriation

53. Title IV has provided additional benefits of employing Indian people as teacher aides, home school coordinators, counselors and other non-professional positions in Oklahoma schools, but there is a real fear that any new change in funding strategies would eliminate this local employment option

54. Many Indian persons employed by Title IV have been stimulated through their positive experiences to return to college in preparation for certification as teachers

55. A whole generation of Indian teachers has had an opportunity to become upwardly mobile through Title IV and this ought not be forgotten

56. Parental involvement is still a critical dimension in the purpose behind Title IV and it is absolutely essential that the voice of Indian parents continue to be heard and new efforts be made to guarantee that their perspective on education of their children be actively sought at all levels

57. Additional school board committee membership training needs to be provided

58. Reauthorize Title IV

59. One witness from the State of Oregon pointed out that Title IV, the Indian Education Act, has been one of the most effective forces in the field of education for Indians and that it should be reauthorized at the 1981 level of funding

60. An Oregon witness stated that if the Department of Education is eliminated, a separate independent agency be created not connected with the Bureau of Indian Affairs

61. It was recommended that the National Advisory Council on Indian Education be maintained as the national forum for advice on Indian education

62. An Indian student attending the school district in Fremont, California, stated that she had learned a lot about Native American history, her own cultural background,and has acquired skills that she will be able to use throughout her life

63. A member of the Title IV Parent Advisory Committee from Fremont, California, stated that if you don't have education, you stand alone. She recommended the reauthorization of the Indian Education Act for her own children, grandchildren and all future Indian children

64. A Title IV director in Fremont, California, stated that she has seen young Indian students who were placed in educationally handicapped classes return to the mainstream of regular classes due to Title IV tutoring and encouragement by instructional aides

65. The same witness stated that Indian students who had dropped out of school returned and graduated with their class and some continued on to college. In addition, she stated that she had intervened in several crisis situations involving serious problems such as suicide, delinquency, runaways and others

66. The cultural components of Title IV programs in Fremont, California, have reinforced pride in Indian heritage, family and self

67. The same witness indicated that she preferred the original 506 Form to the one currently in use; that Title IV be expanded to allow a greater latitude in providing teacher in-service training within school districts; and, that the Indian Education Resource and Evaluation Centers be continued

68. Reauthorize Title IV

69. An Indian student from Fremont, California, stated that Title IV helped her learn about her culture and is proud to be an American Indian

70. The same witness stated that she supports reauthorizing the Indian Education Act so that students in the future can have the same opportunities that she did

71. An Indian chairman of a public school district located in Hays, Montana, testified that he supports reauthorization of Title IV with an increase in appropriations

72. In Hays, Montana, Title IV has helped meet the special educational needs of American Indian children and adults and has provided a unique opportunity for Indian parents to become involved in their children's education

73. On the Fort Belknap Reservation, Hays, Montana, the Indian student dropout rate has been lowered. There has been more parental involvement in the education of Indian children, less community-school problems, a strengthening of Indian identity, and an improvement of community relations

74. Reauthorize Title IV

75. A Navajo tribal official from Chinle, Arizona, stated that through Title IV, Part A, Indian Education Program, since the 1973-74 school year, Title IV has served directly more than 30,000 students since its inception

76. Navajo Cultural Education Studies provided by Title IV have led to renewed cultural values on the Navajo Reservation

77. The improvements in the Navajo educational process via Title IV have only begun

78. Reauthorize Title IV

79. The Navajo Division of Education, Window Rock, Arizona, strongly supports the reauthorization of Title IV with a series of recommendations identified in their testimony

80. The Navajo Division of Education indicated that Title IV has had the most meaningful impact on Indian self-determination by a provision of an Indian voice in decision and policy making, and in the provision of instructional and support services to over 289,504 eligible Navajo students

81. According to one witness, the ultimate value of Title IV is that it can provide a community with the vehicle for alternative means of achieving individual and community educational goals

82. Educational Personnel Development grants and Indian Fellowships provided by Part B should be expanded, as should Indian Adult Education services provided by Title IV, Part C

83. The National Indian Education Association is in full support of continued funding and reauthorization of Public Law 92-318, the Indian Education Act of 1972, and has provided several resolutions with regard to other issues. The National Indian Education Association recommended that a feasibility study of future Indian Fellowship funding be undertaken in order to accurately document future needs, and how they will be financed over a projected period of time

84. A member of the Cheyenne and Arapaho Tribes in the State of Oklahoma recommended that the Indian Fellowship Program under Title IV be expanded to include a category for the training of Indian scholar historians

85. A Title IV coordinator located in Martinez, California, stated that academic achievement in her school has been improved phenomenally since the presence of Title IV

86. The Title IV, Part A program has succeeded in establishing a partnership between Indian parents, Indian leaders, Indian students and the local school district

87. Reauthorize Title IV

88. The Federal programs coordinator located in Busby, Montana, stated that Title IV played a positive role in making the transition from a BIA school to an Indian controlled school on the Northern Cheyenne Indian Reservation in the State of Montana

89. Title IV support is even more important given the fact that in the same school district the general fund budget has decreased approximately 50% in the past ten years, even though the Indian student population has remained steady at approximately 200 Indian students

90. Reauthorize Title IV

(6) Public Hearing No. 6, Nashville, Tennessee, January 11, 1982

1. According to an Indian witness from Boston, Massachusetts, Title IV programs were the first instance of Indian education in the State of Massachusetts in three hundred years

2. It was stated that in Boston, 95% of the Indian graduates were removed from the welfare rolls and that 90% are pursuing post secondary education of some type

3. In addition, in Boston, academic achievement of Indian students has improved and the overall dropout rate has decreased significantly since the beginning of Title IV

4. It was recommended that if the Department of Education is abolished, the Indian Education Programs should be placed in an Educational Foundation

5. Reauthorize Title IV

6. The Choctaw Adult Education Program Director stated that Title IV has provided G.E.D. instruction to an Indian adult population numbering 400 adults on the Choctaw Reservation at Philadelphia, Mississippi

7. The Choctaw Indian Adult Education Program funded by Title IV is the only Indian adult education program in the area which offers day and night classes in a bilingual format; a format which is crucial to the success of Choctaw students

8. Title IV also provides a program of Consumer education, Career education and other services to Choctaw Indian students

9. Reauthorize Title IV with special attention upon continuing the current level of funding for Title IV, Part C, Indian Adult Education Grant Program

10. The Director of the Native American Graduate Fellowship Program at Montana State University stated that 36 Indian students had graduated with a Master's of Education Degree in Guidance and Counseling, School Administration and Adult and Higher Education via a Title IV, Part B grant

11. The Director of a Native American Graduate Fellowship Program stated that the current book allowance is insufficient to meet the needs of Indian students attending Montana State University at Bozeman, Montana

12. It was also recommended that there be a loosening up of the part-time students' restrictions

13. The President of the Seneca Nations of Indians, Salamanca, New York, recommended the reauthorization of the Indian Education Act

14. Five out of eleven Indian educational programs within the Seneca Nation are funded by Title IV

(7) Public Hearing No. 7, Cambridge, Massachusetts, April 19, 1982

1. One Indian witness from Boston, Massachusetts, stated there would be a serious setback for Indian education programs if programs presently administered through the U.S. Department of Education were transferred to the U.S. Department of the Interior which deals only with Federally recognized tribes

2. The same witness recommended an increase in appropriations for Title IV and the reauthorization of the Act

3. The Executive Director of the Massachusetts Commission on Indian Affairs stated that Title IV had been a great asset in the State of Massachusetts and recommended that Title IV be reauthorized

4. The same witness recommended that Title IV not be transferred to the Bureau of Indian Affairs

5. An Indian graduate student at the Harvard Graduate School of Education located in Cambridge, Massachusetts, recommended the reauthorization of Title IV

6. The same witness recommended that the Title IV Rules and Regulations be changed to restrict membership on Parent Advisory Committees only to Indian parents rather than teachers and students

7. The same witness recommended that the Indian Fellowship recipients serve for a period of time, following their graduation, in Indian affairs in return for participation in the Indian Fellowship Program

8. A Title IV Indian adult education program staff member located in Boston, Massachusetts, stated that Title IV has helped Indian people in the Boston community to develop new skills and enhance their sense of self-worth, thus becoming of greater value to their community as a whole

9. The same witness recommended that Federal funding for Title IV remain at a level that is adequate to meet the needs of Indian people, and that Title IV programs not be transferred to the Bureau of Indian Affairs, since this would preclude non-Federally recognized tribes who benefit from such legislation by participation in the Title IV program

10. One Indian witness stated that without Title IV she would be standing in an assembly line at a candy factory in Massachusetts, where she was ten years ago, but now has attained a Bachelor's Degree and a teaching certificate thanks to the support of the Indian Education Act

11. Reauthorize Title IV

12. An Indian Project Director of an Indian Curriculum Development Project in Boston, Massachusetts, stated that in the absence of the Title IV programs, Indian education would not be present within the Boston Public School System

13. Reauthorize Title IV

14. Another Indian witness employed by Title IV stated that in the absence of Title IV, Indian people in urban areas such as Boston would receive no educational services and she, therefore, recommended the reauthorization of Title IV

15. The same witness identified above stated that 90% of all the Indian G.E.D. graduates have pursued post secondary education in either a university or vocational setting

16. In addition, the same witness above stated that through individual counseling, significant numbers of Indian students have remained in school and the overall dropout rate has decreased significantly

17. An Indian graduate student at the Harvard Graduate School of Education, Cambridge, Massachusetts, testified that Mathematics and Science education programs should be given priority in the future funding of Title IV programs

18. It was recommended that Mathematics and Science programs be designed to relate to Indian culture and community development, since these skills are needed for economic development and reservation planning

19. It was recommended that Mathematics and Science education be placed in a special category in the Title IV Rules and Regulations in all Indian education Title IV programs wherever Mathematics and Science education are appropriate, since Mathematic and Science education is a special need of Indian students

20. Mathematics and Science education should be a separate category in the Indian Education Fellowships Program, in order to produce Indian mathematics and science teachers at the elementary and secondary levels

21. The National Advisory Council on Indian Education should promote Mathematics and Science education as a top priority for Indian education

22. Reauthorize Title IV

23. Reauthorize Title IV with appropriate funding

24. A Title IV teacher recommended that Title IV be reauthorized, because it has begun to address the academic and cultural needs of Indian students and increase their employment opportunities

25. A member of the Board of Directors of the Boston Indian Council strongly urged the reauthorization of Title IV

26. The Tribal Secretary of the Oneida Tribe of Indians from the State of Wisconsin recommended that Title IV not be transferred to the Bureau of Indian Affairs, and that the Act be reauthorized in 1984, at the fiscal year 1981 level of funding

27. A Micmac Indian employed by the Title IV program in Boston supports the reauthorization of Title IV, because of the positive way it has helped Indian children and adults continue their education

28. The same witness recognized the graduates of the Indian adult education program in Boston increased their employment opportunities through education

29. An Indian Fellowship recipient in the field of Engineering expressed his appreciation for the special assistance provided to him via the Title IV, Indian Fellowship Program. He stated further that without the support provided by the Indian Fellowship Program, he would not have been able to complete his college education

30. Reauthorize Title IV

PART 3.0

PROFILES OF PROGRAMS AND FELLOWSHIPS
FUNDED BY TITLE IV
FISCAL YEAR 1982

3.1 TITLE IV PROGRAM PROFILES, FY 1982

Many programs have been funded by Title IV, the Indian Education Act of 1972. In order to highlight the manner in which these Federal funds have been spent during Fiscal Year 1982, we have requested that the Indian Education Program at the U.S. Department of Education assist the Council in the identification of four Indian Title IV programs and six Indian Fellowship recipients to profile as part of our Ninth Annual Report.

Below, four Title IV program profiles are included which exemplify Indian Educational programs funded in 1982, under Part A, The Entitlement Program; Part A (Non-LEA), The Indian Contract Schools; Part B, Programs for the improvement of educational opportunities for Indian children; and, Part C, Programs for providing adult education for Indians. One program representing each major part of Title IV has been featured below.

PART A -- THE ENTITLEMENT PROGRAM

1. Fairbanks North Star Borough School District
   Fairbanks, Alaska 99707

PART A (NON-LEA) -- THE INDIAN CONTRACT SCHOOLS

2. Wind River Indian Education Association
   Wyoming Indian High School
   Ethete, Wyoming 82520

PART B -- SPECIAL PROGRAMS AND PROJECTS TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN

3. Makah Indian Heritage Association
   Makah Language Program
   Neah Bay, Washington 98357

PART C -- THE INDIAN AND ALASKAN NATIVE ADULT EDUCATION PROGRAM

4. Affiliation of Arizona Indian Centers, Inc.
Pilot, Planning and Demonstration Project
2721 North Central Avenue, Suite 910
Phoenix, Arizona 85004

1. THE FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT, TITLE IV, PART A - ENTITLEMENT PROGRAM

The first program profile under Part A, the Entitlement Program, is the Fairbanks North Star Borough School District program funded in fiscal year 1982, at $382,331.

The Fairbanks North Star Borough School District is located in Fairbanks, Alaska. The Title IV, Part A, Entitlement Program consists of both academic and cultural components, which it provides to approximately 1,115 Alaskan Native students.

The objectives of the Title IV, Part A, Entitlement Program are threefold:

- to improve the self-image of Alaskan Native students
- to promote an understanding of Alaskan Native cultures
- to address the special educational and culturally related academic needs of Alaskan Native students served

The list of educational activities pursued by the program includes counseling, tutoring and home/school liaison services. An Alaskan Native Cultures Media Center is operated in conjunction with a comprehensive program designed to meet the culturally related academic needs of the students. For instance, the following materials have been developed as a direct result of the Title IV programs: (1) an Alaskan Native curriculum and study guide for Alaskan Native studies; (2) a course on the role of the Alaskan Native

Claims Settlement in the Native culture has been developed and incorporated into the curriculum of the local school district, as well as an eight week instructional unit on Alaskan Native Arts; and, (3) the development of cultural-biographical instructional units on Alaskan Native people which has been designed to reinforce the cultural identity of Alaskan Native students participating in the program.

Some of the achievements attributed directly to the Title IV, Part A, Entitlement Program include the following: (1) an Alaskan Native Studies Program is in the process of being incorporated into the academic curriculum in grades K-12; (2) there is evidence that pride in the Alaskan Native culture is increasing among the students enrolled in the program; (3) Alaskan Native student usage of the Alaskan Native Cultures Media Center has increased demonstrably; and, (4) school districts within the State of Alaska and those residing outside the State of Alaska have requested curricular materials developed by the program.

According to the findings of a recent evaluation, approximately 90% of those Alaskan Native students who received instruction in the Alaskan Native Studies Program demonstrated mastery of the concepts in each unit.

2. THE WYOMING INDIAN HIGH SCHOOL, TITLE IV, PART A (NON-LEA) ENRICHMENT PROGRAM

The Wyoming Indian High School Enrichment Program is located in Ethete, Wyoming, and was funded in the amount of $229,796, in 1982. The estimated number of Indian students benefiting from this program is 183.

The Wyoming Indian High School Enrichment Program, funded by Title IV, Part A (Non-LEA), was designed for the purpose of providing both Shoshone

and Arapaho students residing in the State of Wyoming, with a comprehensive program based upon the cultures of Shoshone and Arapaho people.

The objectives of the Wyoming Indian High School Enrichment Program include the following:

- to develop bilingual culturally-based curriculum materials in the Shoshone and Arapaho languages
- to test the curriculum materials and courses for students at the Wyoming Indian High School
- to foster an appreciation of tribal values and reinforce their importance in daily life

Some of the activities designed to meet the three objectives identified above include the following: (1) the development of curriculum units on oral Shoshone and Arapaho languages; (2) the development of units in writing the respective languages; (3) the design and production of appropriate curriculum materials including handbooks, charts and recordings; (4) the training of teachers in the use of such curriculum materials developed; and, (5) to instruct Indian students in grades 9 through 12 in the use of either the Shoshone or Arapaho curriculum materials. Some of the positive outcomes of the program include the publication of bilingual-bicultural curriculum materials and an increased cultural awareness and appreciation of the rich Shoshone and Arapaho cultures on the part of Indian students. In addition, the increased mastery of the Shoshone or Arapaho language on the part of the Indian students has been demonstrated by Indian students participating in this program. Also, there is evidence that the Wyoming Indian High School Enrichment Program has contributed to the improvement of academic achievement among Shoshone and Arapaho students attending the Wyoming Indian High School.

3. THE MAKAH LANGUAGE PROGRAM, TITLE IV, PART B

The Makah Language Program located in Neah Bay, Washington, was funded under Title IV, Part B, Program Planning and Demonstration in 1982, in the amount of $82,589.

The Makah Language Program was designed to improve the educational experiences and academic achievement of Makah School children by the development and implementation of curriculum materials in the Makah language and culture in the Neah Bay Public School. Some of the activities included in the program include the following: (1) the completion and packaging of existing materials in Makah language and culture. The Makah Language Program draws upon early research in Makah language and culture conducted by the Makah Indian Heritage Association and has used the resulting information and materials to develop a curriculum for elementary and secondary schools. The early work resulted in the development of an alphabet, a practical writing system, a detailed Makah-English Dictionary and Word Reference Guide, and an Instructional Guide in basic Makah. Current efforts are concerned with making the completed work and new information useful in the education of Makah children; (2) the development of new language and cultural materials needed for comprehensive instruction that is compatible with the regular school curriculum. New development efforts are focused on recording further knowledge in Makah, including tapes of class sessions given by tribal elders. Based upon this newly acquired cultural information, curriculum products, instructional plans and a coding system designed to access these materials have been developed; (3) the implementation of instruction in the Makah language and culture in the Neah Bay Schools is one of the primary objectives of the program. The curriculum

materials are being piloted in Neah Bay Schools, and during the 1982-1983 school year, instruction is being offered three times a week for second, third and sixth grade students, and twice a week for high school students. Team teaching, involving a tribal elder fluent in the language and a tribal member with teaching skills is provided. The Makah culture, past and present, is used as a subject matter for instruction in math, language arts (English and Makah) and other areas.

Some of the positive results of the program include the production of over 2,600 curriculum items, including coloring books, counting books and story books, which have been printed for use in the school classroom. In addition, preliminary student test data for grades two, three and six, indicate that the Makah language skills among Indian students are improving. And, the Makah Language and Culture Program has been adopted as a required course by the Cape Flattery School District, Neah Bay, Washington.

4. AFFILIATION OF ARIZONA INDIAN CENTER'S PILOT, PLANNING AND DEMONSTRATION PROJECT, TITLE IV, PART C

The Indian Adult Education Program managed by the Affiliation of Arizona Indian Centers, Inc., is located in Phoenix, Arizona, and was funded in 1982, under Title IV, Part C, in the amount of $83,007.

The Pilot, Planning and Demonstration Project is a two-year project designed to improve the basic reading and writing skills of urban Indian adults. The focus of this project is below the GED level.

The goals of the project are to increase the reading level and the ability to utilize the written language (English) among the participants. This will, in turn, allow them to benefit profitably from a GED study program or to function better in an urban setting.

The first year of this Pilot, Planning and Demonstration Project encompasses the research and development phase. Southwest Indian history and culture will be researched and included in the content of the student materials. After the research has been completed, new student materials will be developed in the subject areas of reading and writing. These materials will be scoped and sequenced, encompassing reading levels six-eight (Pre-GED level I, II, III). A teachers guide, comprised of the answers and suggested strategies for implementation of these materials will accompany the materials.

The second year of this Project entails an eight month field testing phase at three or more field sites, during which time, Indian adults will receive a pre-test, a full treatment of the materials and a post-test to assess improvement. Both teachers and students utilizing these new materials will participate in the evaluation of this new curriculum.

Following field testing, final revision of the materials will be made and illustrations added. Materials will be printed in a series of six books and will then be available for use nationwide by Title IV-C grantees throughout the United States.

TITLE IV INDIAN FELLOWSHIP RECIPIENTS 1982

1. Mr. Timothy Francis
   Navajo
   Engineering
   Arizona State University

2. Ms. Felicia Goins
   Lumbee
   Medicine
   Howard University

3. Ms. Joan LaFrance
   Chippewa
   Education
   Harvard University

4. Mr. Arvo Mikkanen
   Kiowa
   Public Administration (Government)
   Dartmouth College

5. Dr. Robert Peregoy
   Salish-Kootenai
   Law
   University of California

6. Mr. Kenneth Ridgway
   Nanticoke-Lenni-Lenape
   Natural Resources
   Indiana University

3.2 TITLE IV INDIAN FELLOWSHIP RECIPIENTS, FY 1982

In this section of the Report, six Indian and Alaskan Native fellowship recipients are profiled for the purpose of demonstrating the manner in which Federal funds have been utilized to train Indian and Alaskan Native professionals in areas where they have been traditionally underrepresented.

The Indian Fellowship Program was authorized by the Amendments of 1974, to Public Law 92-318, the Indian Education Act of 1972. The Fellowships, which cover most educational and subsistence costs, were offered for the first time in academic year 1976. The fellows are selected competitively, and while they are free to select the institution they wish to attend, their programs of study must lead to a professional degree.

Since 1976, there have been approximately 1,357 fellowships awarded to Indian and Alaskan Native students in the fields of medicine, law, engineering, education, business, and natural resources, and related fields of study.

On November 1, 1978, via Public Law 95-561, Sec. 1152, the Congress of the United States expanded the scope of study to include the field of Education, and with regard to related fields of study for postbaccalaureate degrees in Medicine, Law, Education, or leading to an undergraduate or graduate degree in Engineering, Business Administration and Natural Resources. The Congress of the United States is to be highly commended for the successes achieved by the many fine Indian and Alaskan Native People who have received professional training as the result of the Indian Fellowship Program.

Included in this Part are selected profiles of fellowship grantees, provided by the Indian Education Program Office of the U.S. Department of Education, in six academic areas funded by the Indian Fellowship Program including the following: (1) Mr. Timothy Francis, Navajo, Engineering; (2) Ms. Felicia Goins, Lumbee, Medicine (Dentistry); (3) Ms. Joan LaFrance, Chippewa, Education; (4) Mr. Arvo Mikkanen, Kiowa, Public Administration; (5) Dr. Robert Peregoy, Salish Kootenai, Law; and, (6) Mr. Kenneth D. Ridgeway, Nanticoke-Lenni-Lenupe, Natural Resources.

The following Title IV Indian Fellowship profiles are based upon information provided by each of the Indian Fellowship recipients receiving awards in 1982, who have responded to a questionnaire developed by the Annual Report Committee of the National Advisory Council on Indian Education.

1. MR. TIMOTHY FRANCIS

Mr. Timothy Francis is a member of the Navajo Nation who is currently attending Arizona State University located in Tempe, Arizona, where he is studying Civil Engineering through support of a Title IV, Indian Education Fellowship. Mr. Francis expects to graduate in 1983. Although he was born in Bluff City, Utah, he was raised in Kayenta, Arizona. His father was a carpenter and his mother a housewife, and neither had an opportunity to attend college. Mr. Francis came from a family of eleven, including two brothers and six sisters. The main source of income and food for the family while he was growing up was their sheep herd. However, after entering a reservation boarding school at Kayenta, Arizona, Mr. Francis met two teachers who were a very positive influence in his life and who took him to live with them in Killeen, Texas, for four years. Under their guidance, he began to realize the importance of a good education. He decided upon the field of Civil Engineering after careful research and in recognition of his interest in structual and water resources work. After reading an advertisement for the Indian Fellowship Program on a financial aid bulletin board at Arizona State University, he decided to apply to the Indian Fellowship Program.

Although the Indian Fellowship Program is the primary source of funding for Mr. Francis, who is married and has a son, he stated that usually the money received for the support of his education is insufficient. Following graduation, he stated that he plans to work in the Phoenix area for several years to gain experience, then return to the Navajo Reservation to use his expertise and experience to help his own Navajo people. With regard to the three most important issues facing Indian people today, he stated as follows: (1) the need to improve the quality of secondary education, in order that

more Indian students will attend college; (2) the need for more Indian owned businesses on and off the reservation to make the Indian people more self-sustaining; and, (3) the need for better educated people in tribal governments and the field of business.

2. MS. FELICIA GOINS

Ms. Felicia Goins was born and raised in Washington, D.C., and is a member of the Cherokee and Lumbee Tribes, whose parents were both born and raised in North Carolina. In 1978, Ms. Goins received a Bachelor of Arts Degree from George Washington University with a major in psychology and a minor in science. Financial support for her undergraduate studies was secured primarily from school loans, including the National Defense Student Loan Program, along with part-time work both during the school year and during the summer months. Her father received a Bachelor of Arts Degree in Music Education while her mother received a Bachelor of Science Degree in History and a Master's in Urban and Regional Planning. Her eldest brother is a medical doctor, and her younger brother is studying anthropology, however, neither brother received an Indian Education Program Fellowship. Ms. Goins first learned about the Fellowship Program from a prominent Lumbee Indian educator from North Carolina, but had also heard about the Indian Fellowship Program from other documents and newspapers which discussed the Title IV Indian Education Programs. Ms. Goins is presently enrolled in the formal area of dentistry at Howard University, College of Dentistry, where she expects to receive the degree of Doctor of Dental Surgery (D.D.S.) in May 1983. She stated: "I decided on dentistry as my chosen field of study and eventually my career, because I wanted to work in a health field, helping

others - especially Indian people. As a dentist, my obligations will be to the individuals of my community. I chose this field because I would hope that my position in the community would help serve as a role model for other youth, providing guidance and knowledge to those who might need it, as well as services to all, and Indian youth in particular. Another factor that influenced me was the fact that there are only three female dentists in the Lumbee Tribe, thus making me realize there was a need for more female dentists among my own Tribe."

Following graduation, she plans to specialize in the field of Pedodontics, children's dentistry. This special training will take an additional two years of study. She stated further: "After completing my speciality in Pedodontic Dentistry in 1985, I hope to pursue my career in an Indian community - either reservation or urban area (serving urban Indians). I have always been concerned about the Indian reservation community and its need for those in any health profession. I have also been concerned about Eastern Indians because they also have had difficulty in obtaining health related services that they need. Regardless of whether I work in the East or West, I will work to help my fellow Indians - for I am Proud to be a Cherokee and Lumbee Indian."

In describing her childhood, Ms. Goins stated that most of the hardships were balanced by her strong family ties. Although it seemed at times to be a struggle, her mother instilled in her brothers and herself a need for independence, education and sacrificing. She was taught to work very

hard and make sacrifices in order to reach her personal goals, and that one needs the best education possible to be successful in life and to be of help to others.

With regard to the Indian Fellowship Program Ms. Goins stated that it has had a positive influence on her life and her family by providing the financial assistance which she needed in order to complete her studies. She stated further that the Indian Fellowship Program has enabled thousands of Indian students from small Indian communities all over the country, and especially those from the Eastern part of the United States, to be able to pursue their educational goals. However, she stated that it has been only in recent years that Eastern Indians have been fortunate to be included in the Indian Fellowship Program.

Ms. Goins stated that she would definitely apply for an IEP Fellowship if she had it all to do over again, because it is one of the most beneficial educational programs for Indian people. She has recommended the IEP Fellowship Program to other Indian people and will continue to do so, and stated that the administration of the program is quite efficient. The Indian Education Program Office has been very helpful with regard to all of her inquiries.

The three most important issues facing Indian people today, according to Ms. Goins, are: (1) increased educational opportunities; (2) increased employment opportunities; and, (3) adequate housing and health care programs. She stated further, "These things are extremely important because without educating the youth and training young adults, my people would be unable to cope with all the other facets of life - such as housing, jobs and health programs. The present Government health programs are quite inadequate - but

with the hope of more Indians pursuing a career in the health professions, this problem will improve some with time."

With regard to the importance of "a quality education," Ms. Goins stated as follows, "Education is extremely important to all Indians, and especially to Indian youth of today. To obtain a quality education is even more important and an assest to the Indian community. The Indian communities are in great need of those who have attained an education and who chose to return to the community and be of service to others in guidance and counseling."

3. MS. JOAN LAFRANCE

Ms. Joan LaFrance is a member of the Turtle Mountain Chippewa Tribe, who is currently a doctoral candidate at the Harvard Graduate School of Education located in Cambridge, Massachusetts. She received a Bachelor's Degree in American History from Seattle University in 1965, via scholarships from the National Defense Education Act Program and through employment. After receiving a Master's of Public Administration Degree from the University of Washington Graduate School of Public Affairs, she was admitted to doctoral study at Harvard University, in the Administration, Planning and Social Policy Program.

Ms. LaFrance was born in Tacoma, Washington, but was raised in Portland, Oregon. Both her mother and father worked for the Bureau of Indian Affairs, but neither had the benefit of a formal college education. She decided on a career in professional education after several positive experiences via employment with the Seattle Indian Center, and the United Indians of All Tribes Foundation, located in Seattle, Washington. It was while she was

working in such programs that she became aware of the Indian Fellowship Program.

Following graduation, Ms. LaFrance is interested in combining her newly acquired research skills gained at Harvard University with her own practical work experience for the purpose of conducting research in Indian policy at the tribal, community or National levels. As part of her doctoral thesis requirement at Harvard University, she is considering doing research on the Tribally Controlled Schools contribution to effectiveness in education. After graduation, she would like to teach in a university near Indian population centers, and conduct research in both reservation and urban communities.

Ms. LaFrance stated that the Indian Fellowship Program has made her professional academic development possible, since as a single parent, it would have been very difficult to return to school in the absence of such financial support.

The three most important issues facing Indian people today in her estimation are: (1) the need for specially trained Indian administrators at all levels; (2) the need for Indian control of Indian education, including the continued development of Indian curriculum within schools; and, (3) the need for more funding for Indian education programs throughout the United States.

4. MR. ARVO MIKKANEN

Mr. Arvo Mikkanen is a member of the Kiowa/Commanche Tribe. He was born in Denver, Colorado, and has lived in the State of Massachusetts. Both his mother and father attended college. His father is employed in the field of

electronics, and his mother is a nurse. He stated that his close relationship with his immediate family and relatives, including their strong support and encouragement, had a profound influence on his personal growth and development.

Mr. Mikkanen is currently attending Dartmouth College located in Hanover, New Hampshire, where his major field of study is Government with a minor in Native American Studies. He initially chose to major in Government with a concentration in Native American Studies because he was interested in governmental and legal relationships between Indian tribes and the Federal Government. His studies at Dartmouth have initiated a strong interest in the field of law, when he came to realize the importance of the Federal-Indian trust relationship between the United States and Indian tribes established by treaty. Upon graduation, in June of 1983, Mr. Mikkanen hopes to attend law school, if he is able to secure financial assistance necessary to continue his professional studies. Following law school, he intends to practice Indian law either on the tribal or national level. However, his first choice is to work with his own Kiowa Tribe in the State of Oklahoma; or secondly, with a national Indian organization, perhaps in Washington, D.C.

Mr. Mikkanen first learned about the Indian Fellowship Program through a scholarship resource publication, and stated that it had been very important to his opportunity to attend Dartmouth College. "The importance of such a program (e.g. the Indian Fellowship Program) is easily recognized by anyone who has been a recipient. My only criticism, again, has to do with Congressional Appropriation increases. I only wish that our Senators and Representatives had an idea what this program has done for Indian people in terms of providing much needed education and giving them a chance to use skills learned

to help others. This fellowship has enabled me to receive the highest quality of education available today. In turn, I hope to be able to use the skills I have learned here at Dartmouth for Indian people once I graduate. I am thankful, myself, for having the opportunity to get an education which has broadened my mind and challenged my mental capacities to the highest degree. I intend to use the education I have attained to not only help my own tribe, but hopefully the condition of Native Americans in general, not only by working myself, but by helping other Indians and non-Indians alike understand the needs and objectives of tribes."

With regard to his identification of the three most important issues facing Indian people today, Mr. Mikkanen stated: (1) full recognition by the United States Government of its obligations to Indian tribes as a result of treaties and other formalized agreements; (2) tribal control of their own internal affairs is vitally important for the continued survival of Indian people; and, (3) Federal support for Indian education is critical to the future of Indian tribes, if they are to become productive and responsive to the needs of their members.

5. DR. ROBERT PEREGOY

Dr. Robert Peregoy is a member of the Confederated Salish and Kootenai (Flathead) Tribe located on the Flathead Indian Reservation in the State of Montana. With the support of a Title IV, Indian Fellowship, Dr. Peregoy is presently enrolled in the study of Law at the Boalt Law School located at the University of California, Berkeley, California, where he expects to graduate in 1984. Dr. Peregoy received his Bachelor of Arts in Political Science at the University of California, Santa Barbara, California, in

1969, and a Master's of Public Administration from the University of California, Los Angeles, in 1971. In 1979, Dr. Peregoy received his Ed.D. in Adult and Higher Education from Montana State University located in Bozeman, Montana. Financial support for his undergraduate study and graduate study in the field of Education was not obtained from Title IV, but from self-support, work study and school grants.

While he was born in San Francisco, California, and raised in Madera, California, he also lived on the Flathead Indian Reservation in the State of Montana. His mother is a Registered Nurse and his father is an Accountant. Both his brother and sister have attained Master's Degrees in their chosen fields of study. Since 1974, he has been associated with the Center for Native American Studies at Montana State University where he formerly served as the Director of the Program. He decided to pursue law in recognition of the fact that Indian self-determination is contingent upon aggressive advocacy in the legal arena. His goals are to continue to work to secure justice on behalf of Indian people and Indian tribes, and he intends to return to Montana State University to resume his former position as Associate Professor of American Indian Cultural Studies and Higher Education, and eventually to seek employment with a firm or organization specializing in Indian law. He has already utilized his recently acquired knowledge of legal affairs, since, in the summer of 1982, he held a position with the Legal Office of the Salish-Kootenai Tribe, for the purpose of assisting in the resolution of some legal matters pertaining to his own Tribe.

Dr. Peregoy stated that without the Title IV, Indian Fellowship, he would not have been able to study law at Berkeley. He is presently in his

second year of law school at the University of California, Berkeley, and has recommended the Indian Education Fellowship Program to dozens of other Indian people whom he has met. Regarding the administration of the Indian Fellowship Program, he stated that additional funds are needed for subsistance, medical expenses and travel for special projects, but pointed out that the Indian Education Program staff have been very responsive to his needs.

Dr. Peregoy stated that approximately twenty-five members of the Confederated Salish and Kootenai Tribes have received Indian Fellowships, but he knows of at least twenty other tribal members who were unable to attend college due to the absence of financial support.

In his opinion, the three most important issues facing Indian people today include the following: (1) the need to realize the goals of effective and comprehensive tribal self-government; (2) the preservation of Indian water rights; and, (3) the achievement of Indian economic self-sufficiency. He stated further that all three of these issues are interrelated and are vital aspects of self-determination and tribal sovereignty. Regarding the importance of obtaining a quality education, Dr. Peregoy stated: "Education is a primary vehicle to any people's efforts to achieve self-determination; it is particularly so for Indian people who are attempting to achieve self-determination in a bi-cultural society. Higher education and culturally relevant education have been a positive factor. There is a critical need to continue to develop Quality Indian Education Programs, in order to obtain parity with the educational attainment of our fellow Citizens in the United States."

6. MR. KENNETH RIDGWAY

Mr. Kenneth Ridgway is a member of the Nanticoke-Lenni-Lenupe Tribe and was born in Bridgeton, New Jersey. He received a Bachelor's Degree in Geology from West Virginia University in 1981, and is currently pursuing a Master's Degree in the field of Geology at Indiana University with financial support from the Indian Fellowship Program. Mr. Ridgway indicated that his undergraduate degree was supported for the first two years via a student loan program, parental assistance and summer employment. However, for the last two years of undergraduate study, and during his graduate study in the field of Geology at Indiana University, he has received a Title IV Fellowship. Neither of his parents had the opportunity to pursue a college education, although his sister is currently studying Early Childhood Education at a community college.

Mr. Ridgway became aware of the Indian Fellowship Program from leaders in his own Tribe, and stated that the Fellowship has been an important factor in his own academic career, because it would have been very difficult to have secured the financial resources necessary for his continued education. He has recommended the Indian Fellowship Program to several Indian people and feels that the Indian Fellowship Program has had several positive affects on himself, his family and his Tribe: "The Indian Fellowship Program has had several positive affects on myself, my family and my Tribe. It provided incentive and encouragement for me to continue my education. Also, the self-generated responsibility that comes with receiving assistance has helped me to realize that the betterment of Indian people as a group is more important than personal gains or achievements. The Indian Education Fellowship Program has had a direct effect on the thinking of the Tribe concerning education.

Parents, who once might not have encouraged their children toward college due to lack of money, feel they can encourage their children to work hard in school so that they might receive an IEP Fellowship. It also provides an incentive for younger children who felt college was not an alternative due to the lack of funds."

Following graduation, Mr. Ridgway plans to work in the Petroleum industry. After acquiring the skills and experience necessary for competency as a Petroleum Geologist, he would like to work as a consultant for American Indian Tribes in natural resource management and exploration.

With regard to the three most important issues facing Indian people today, Mr. Ridgway stated as follows: (1) the need for increased Indian education; (2) the need for better health care; and, (3) the need for the proper management of Indian natural resources. "Quality education is the key to the survival and improvement of Indian people. Only through education will Indian people learn to deal with the American culture, while still remaining Indian. Education gives us the confidence and capability we need to take our problems as Indian people and deal with them. I believe that educated Indian people are the best qualified people to deal with Indian problems."

PART 4.0

A STATE BY STATE DISTRIBUTION OF TITLE IV FUNDING FOR PARTS A, A (NON-LEA), B, C AND THE INDIAN FELLOWSHIPS FISCAL YEAR 1982

FISCAL YEAR 1982

The following sections include a state by state distribution of funds awarded to Title IV grantees in Parts(s) A, A (Non-LEA), B, C and the Indian Fellowships for Fiscal Year 1982, managed by the Indian Education Program within the Office of Elementary and Secondary Education at the U.S. Department of Education. All data are based upon the records of the Indian Educa- Program at the U.S. Department of Education and represent approximate estimates of Title IV funds expended in 1982. The five tables which follow demonstrate where the funds for each particular Part of Title IV were allocated and the percentage of each allocation of the total amount distributed.

4.1 TITLE IV — PART A FUNDING IN FISCAL YEAR 1982: THE GRANT ENTITLEMENT PROGRAM

Part A of the Indian Education Act is a grant entitlement program awarded to local education agencies comprised of both public and tribal schools. The amount of the grant award is determined by the total number of Indian students enrolled.

Table 1, on the following page, represents a state by state distribution of Title IV, Part A funding for FY 1982. The "Funds Obligated" is drawn from a list of 1,114 school districts which applied and were entitled to Part A funds. As indicated in column three, "Funds Obligated," the total allocation awarded for the Title IV, Part A Program in FY 1982, was in the amount of $50,412,505. The Grant Entitlement Program represents the largest singular portion of Federal funds authorized via Title IV of Public Law 92-318, the Indian Education Act of 1972. In column four, "Percentage of Total," we find that five states received 59.17% of the total funds awarded, or $29,820,413.

The previous numbered page is

TABLE 1
STATE BY STATE DISTRIBUTION OF TITLE IV--PART A FUNDS
LOCAL EDUCATIONAL AGENCIES
FY 1982

State	Applications Received	Applications Approved	Funds Obligated	% of Total
Alabama	8	8	$ 345,841	.69
Alaska	43	43	6,964,597	13.82
Arizona	64	63	4,863,204	9.65
Arkansas	2	2	111,174	.22
California	144	144	4,747,188	9.42
Colorado	9	9	243,102	.48
Connecticut	3	3	30,354	.06
Delaware	-0-	-0-	-0-	-0-
District of Columbia	-0-	-0-	-0-	-0-
Florida	6	6	74,774	.15
Georgia	-0-	-0-	-0-	-0-
Hawaii	1	1	18,083	.04
Idaho	12	12	230,462	.46
Illinois	2	2	114,906	.23
Indiana	2	2	12,257	.02
Iowa	4	4	113,474	.23
Kansas	7	7	184,589	.37
Kentucky	-0-	-0-	-0-	-0-
Louisiana	6	6	301,800	.60
Maine	4	4	42,126	.08
Maryland	5	5	162,774	.32
Massachusetts	2	2	107,704	.21
Michigan	92	92	2,628,500	5.21
Minnesota	54	53	1,698,117	3.37
Mississippi	-0-	-0-	-0-	-0-
Missouri	1	1	4,863	.01
Montana	43	43	1,901,823	3.77
Nebraska	10	10	252,306	.50
Nevada	12	12	448,164	.89
New Hampshire	-0-	-0-	-0-	-0-
New Jersey	3	3	76,727	.15
New Mexico	27	26	3,669,024	7.28
New York	16	16	1,125,868	2.23
North Carolina	25	25	2,031,971	4.03
North Dakota	20	20	590,275	1.17
Ohio	4	4	127,553	.25
Oklahoma	284	283	9,576,400	19.00
Oregon	29	29	976,909	1.94
Pennsylvania	-0-	-0-	-0-	-0-
Rhode Island	1	1	27,691	.05
South Carolina	-0-	-0-	-0-	-0-

TABLE 1 (CON'T)
STATE BY STATE DISTRIBUTION OF TITLE IV--PART A FUNDS
LOCAL EDUCATIONAL AGENCIES
FY 1982

State	Applications Received	Applications Approved	Funds Obligated	% of Total
South Dakota	31	31	$ 1,476,634	2.93
Tennessee	-0-	-0-	-0-	-0-
Texas	3	3	81,409	.16
Utah	13	13	606,029	1.20
Vermont	1	1	43,366	.09
Virginia	2	2	24,232	.05
Washington	74	73	2,936,483	5.82
West Virginia	-0-	-0-	-0-	-0-
Wisconsin	42	42	1,159,768	2.30
Wyoming	8	8	279,984	.56
Totals	1,119	1,114	$50,412,505	100.00%

State	Funds Obligated	% of Total
1. Oklahoma	$ 9,576,400	19.00
2. Alaska	6,964,597	13.82
3. Arizona	4,863,204	9.65
4. California	4,747,188	9.42
5. New Mexico	3,669,024	7.28
Total	$29,820,413	59.17%

The remaining forty-five states received 40.83% of the total funds awarded, or $20,592,092.

4.2 TITLE IV -- PART A FUNDING IN FISCAL YEAR 1982: THE INDIAN CONTROLLED SCHOOLS (NON-LEA'S)

It is important that a distinction be made between the funds awarded to the public schools or the local education agencies, and those awarded to the Indian controlled schools, known also as the non-LEA's. One significant difference is that grants awarded to the non-LEA's are awarded on a competitive basis, rather than as a direct entitlement. Funds awarded under this Part of the program are allocated under two categories, either for the purpose of establishing a new Indian controlled school or for providing a cultural or academic enrichment program within an Indian controlled school.

Table two, on the following page, represents a state by state distribution of Title IV, Part A (non-LEA) funds awarded to Indian controlled schools in FY 1982. In column two, it is seen that 32 proposals were funded last year. The total amount of funds obligated was $4,535,489, as shown in column three. In column four, "Percentage of Total," we find that the following five states received 61.51% of the total funds awarded for a total of $2,790,312, in 1982.

State	Funds Obligated	% of Total
1. New Mexico	$ 869,579	19.17
2. Minnesota	575,083	12.68
3. Montana	523,045	11.53
4. Wyoming	412,500	9.09
5. Arizona	410,105	9.04
Total	$2,790,312	61.51%

TABLE 2
STATE BY STATE DISTRIBUTION OF TITLE IV--PART A FUNDS
INDIAN CONTROLLED SCHOOLS (NON-LEA'S)
FY 1982

State	Applications Received	Applications Approved	Funds Obligated	% of Total
Alabama	-0-	-0-	-0-	-0-
Alaska	1	1	$ 73,736	1.64
Arizona	3	3	410,105	9.04
Arkansas	-0-	-0-	-0-	-0-
California	-0-	-0-	-0-	-0-
Colorado	-0-	-0-	-0-	-0-
Connecticut	-0-	-0-	-0-	-0-
Delaware	-0-	-0-	-0-	-0-
District of Columbia	-0-	-0-	-0-	-0-
Florida	1	1	215,000	4.74
Georgia	-0-	-0-	-0-	-0-
Hawaii	-0-	-0-	-0-	-0-
Idaho	2	-0-	-0-	-0-
Illinois	-0-	-0-	-0-	-0-
Indiana	-0-	-0-	-0-	-0-
Iowa	1	1	52,475	1.16
Kansas	1	1	147,456	3.25
Kentucky	-0-	-0-	-0-	-0-
Louisiana	-0-	-0-	-0-	-0-
Maine	-0-	-0-	-0-	-0-
Maryland	-0-	-0-	-0-	-0-
Massachusetts	-0-	-0-	-0-	-0-
Michigan	1	1	107,329	2.37
Minnesota	6	5	575,083	12.68
Mississippi	-0-	-0-	-0-	-0-
Missouri	-0-	-0-	-0-	-0-
Montana	6	3	523,045	11.53
Nebraska	-0-	-0-	-0-	-0-
Nevada	2	2	308,274	6.80
New Hampshire	-0-	-0-	-0-	-0-
New Jersey	-0-	-0-	-0-	-0-
New Mexico	7	6	869,579	19.17
New York	-0-	-0-	-0-	-0-
North Carolina	-0-	-0-	-0-	-0-
North Dakota	1	-0-	-0-	-0-
Ohio	-0-	-0-	-0-	-0-
Oklahoma	1	-0-	-0-	-0-
Oregon	-0-	-0-	-0-	-0-
Pennsylvania	-0-	-0-	-0-	-0-
Rhode Island	-0-	-0-	-0-	-0-
South Carolina	-0-	-0-	-0-	-0-

TABLE 2 (CON'T)
STATE BY STATE DISTRIBUTION OF TITLE IV--PART A FUNDS
INDIAN CONTROLLED SCHOOLS (NON-LEA'S)
FY 1982

State	Applications Received	Applications Approved	Funds Obligated	% of Total
South Dakota	5	2	$ 186,965	4.12
Tennessee	-0-	-0-	-0-	-0-
Texas	-0-	-0-	-0-	-0-
Utah	-0-	-0-	-0-	-0-
Vermont	-0-	-0-	-0-	-0-
Virginia	-0-	-0-	-0-	-0-
Washington	5	3	358,040	7.89
West Virginia	-0-	-0-	-0-	-0-
Wisconsin	2	1	295,902	6.52
Wyoming	2	2	412,500	9.09
Totals	47	32	$4,535,489	100.00%

The remaining forty-five states received 38.49% of the funds, or $1,745,177.

4.3 TITLE IV -- PART B FUNDING IN FISCAL YEAR 1982: THE PILOT, PLANNING AND DEMONSTRATION PROJECTS

Part B of the Indian Education Act is a discretionary grant program available to state and local education agencies, Federally supported elementary and secondary schools for Indian children and to Indian tribes or organizations to support Pilot, Planning and Demonstration Projects designed to improve educational opportunities for Indian children. The grants are awarded on a competitive basis following a thorough review by several panels comprised of Indian, Alaskan Native and Federal readers.

Table 3, on the following page, represents a state by state distribution of Title IV, Part B funding for FY 1982. In column two, it is seen that 66 projects were funded last year. The total amount of funds obligated was $11,034,890, as shown in column three. In column four, "Percentage of Total," we find that the following five states received 47.97% of the total funds awarded for a total of $5,293,294, in 1982.

State	Funds Obligated	% of Total
1. Minnesota	$1,404,394	12.73
2. Wisconsin	1,059,518	9.60
2. Alaska	1,014,216	9.19
4. Arizona	961,433	8.71
5. Montana	853,733	7.74
Total	$5,293,294	47.97%

The remaining forty-five states received 52.0% of the funds, or $5,741,596.

TABLE 3
STATE BY STATE DISTRIBUTION OF TITLE IV--PART B FUNDS
FY 1982

State	Applications Received	Applications Approved	Funds Obligated	% of Total
Alabama	3	1	$ 74,127	.67
Alaska	8	4	1,014,216	9.19
Arizona	19	6	961,433	8.71
Arkansas	-0-	-0-	-0-	-0-
California	9	1	100,315	.91
Colorado	1	1	194,433	1.76
Connecticut	-0-	-0-	-0-	-0-
Delaware	-0-	-0-	-0-	-0-
District of Columbia	3	1	223,191	2.02
Florida	-0-	-0-	-0-	-0-
Georgia	-0-	-0-	-0-	-0-
Hawaii	-0-	-0-	-0-	-0-
Idaho	1	-0-	-0-	-0-
Illinois	1	-0-	-0-	-0-
Indiana	-0-	-0-	-0-	-0-
Iowa	1	-0-	-0-	-0-
Kansas	1	-0-	-0-	-0-
Kentucky	-0-	-0-	-0-	-0-
Louisiana	-0-	-0-	-0-	-0-
Maine	3	-0-	-0-	-0-
Maryland	-0-	-0-	-0-	-0-
Massachusetts	3	3	464,834	4.21
Michigan	4	-0-	-0-	-0-
Minnesota	15	7	1,404,394	12.73
Mississippi	3	3	383,000	3.47
Missouri	-0-	-0-	-0-	-0-
Montana	16	4	853,733	7.74
Nebraska	3	1	72,130	.65
Nevada	6	-0-	-0-	-0-
New Hampshire	-0-	-0-	-0-	-0-
New Jersey	-0-	-0-	-0-	-0-
New Mexico	24	6	836,956	7.58
New York	4	2	244,756	2.22
North Carolina	5	1	274,106	2.48
North Dakota	8	2	222,269	2.01
Ohio	-0-	-0-	-0-	-0-
Oklahoma	16	4	472,963	4.29
Oregon	5	1	176,308	1.60
Pennsylvania	1	1	258,974	2.35
Rhode Island	-0-	-0-	-0-	-0-
South Carolina	-0-	-0-	-0-	-0-

TABLE 3 (CON'T)
STATE BY STATE DISTRIBUTION OF TITLE IV--PART B FUNDS
FY 1982

State	Applications Received	Applications Approved	Funds Obligated	% of Total
South Dakota	10	3	$ 561,733	5.09
Tennessee	-0-	-0-	-0-	-0-
Texas	3	-0-	-0-	-0-
Utah	6	5	702,382	6.37
Vermont	-0-	-0-	-0-	-0-
Virginia	1	-0-	-0-	-0-
Washington	12	3	479,119	4.34
West Virginia	-0-	-0-	-0-	-0-
Wisconsin	13	6	1,059,518	9.60
Wyoming	2	-0-	-0-	-0-
Totals	210	66	$11,034,890	100.00%

4.4 TITLE IV -- PART C FUNDING IN FISCAL YEAR 1982: THE INDIAN ADULT EDUCATION PROGRAMS

The Part C program consists of discretionary grants awarded on a competitive basis to state and local education agencies, and Indian tribes and organizations to provide educational programs for adult Indian and Alaskan Native people.

Table 4 represents a state by state distribution of Title IV, Part C funding for FY 1982. In column two, we find that 49 applications were funded for a total of $5,213,000, as indicated in column three. In column four, "Percentage of Total," we find that the following five states received 56.03% of the funds available for a total of $2,920,679.

State	Funds Obligated	% of Total
1. Washington	$1,017,812	19.52
2. South Dakota	513,277	9.85
3. Alaska	498,828	9.57
4. Montana	491,020	9.42
5. Massachusetts	399,742	7.67
Total	$2,920,679	56.03%

The remaining forty-five states received 43.97% of the total Part C funds for a total of $2,292,321, in fiscal year 1982.

4.5 TITLE IV -- INDIAN FELLOWSHIPS FUNDED IN FISCAL YEAR 1982

The Indian Fellowship Program was authorized by the amendments of 1974 to P.L. 92-318, the Indian Education Act of 1972. The program was created by the Congress of the United States for the purpose of preparing Indian and Alaskan Native people for professions in which they have been traditionally underrepresented. The six areas in which fellowships were available in FY 1982, included: (1) Business Administration (or a related field); (2) Medicine (or a

TABLE 4
STATE BY STATE DISTRIBUTION OF TITLE IV--PART C FUNDS
FY 1982

State	Applications Received	Applications Approved	Funds Obligated	% of Total
Alabama	1	-0-	-0-	-0-
Alaska	5	4	$ 498,828	9.57
Arizona	9	3	260,277	4.99
Arkansas	-0-	-0-	-0-	-0-
California	12	2	118,757	2.28
Colorado	2	2	189,807	3.64
Connecticut	-0-	-0-	-0-	-0-
Delaware	-0-	-0-	-0-	-0-
District of Columbia	1	-0-	-0-	-0-
Florida	1	-0-	-0-	-0-
Georgia	-0-	-0-	-0-	-0-
Hawaii	-0-	-0-	-0-	-0-
Idaho	2	-0-	-0-	-0-
Illinois	1	1	147,407	2.83
Indiana	-0-	-0-	-0-	-0-
Iowa	-0-	-0-	-0-	-0-
Kansas	-0-	-0-	-0-	-0-
Kentucky	-0-	-0-	-0-	-0-
Louisiana	1	-0-	-0-	-0-
Maine	5	-0-	-0-	-0-
Maryland	-0-	-0-	-0-	-0-
Massachusetts	2	2	399,742	7.67
Michigan	4	1	41,963	.80
Minnesota	6	2	165,754	3.18
Mississippi	2	1	169,449	3.25
Missouri	-0-	-0-	-0-	-0-
Montana	11	5	491,020	9.42
Nebraska	1	1	84,593	1.62
Nevada	2	-0-	-0-	-0-
New Hampshire	-0-	-0-	-0-	-0-
New Jersey	-0-	-0-	-0-	-0-
New Mexico	9	3	210,560	4.04
New York	2	-0-	-0-	-0-
North Carolina	2	2	231,707	4.44
North Dakota	3	2	184,809	3.55
Ohio	-0-	-0-	-0-	-0-
Oklahoma	10	2	199,890	3.83
Oregon	3	-0-	-0-	-0-
Pennsylvania	-0-	-0-	-0-	-0-
Rhode Island	1	-0-	-0-	-0-
South Carolina	1	1	74,448	1.43

TABLE 4 (CON'T)
STATE BY STATE DISTRIBUTION OF TITLE IV--PART C FUNDS
FY 1982

State	Applications Received	Applications Approved	Funds Obligated	% of Total
South Dakota	7	5	$ 513,277	9.85
Tennessee	-0-	-0-	-0-	-0-
Texas	1	-0-	-0-	-0-
Utah	4	1	104,130	2.00
Vermont	1	-0-	-0-	-0-
Virginia	-0-	-0-	-0-	-0-
Washington	14	8	1,017,812	19.52
West Virginia	-0-	-0-	-0-	-0-
Wisconsin	3	1	108,770	2.10
Wyoming	2	-0-	-0-	-0-
Totals	131	49	$5,213,000	100.00%

related field); (3) Law (or a related field); (4) Engineering (or a related field); (5) Education (or a related field); and, (6) Natural Resources (or a related field).

Table 5 represents a state by state distribution of states in which Indian fellows attended post-secondary institutions of higher learning in FY 1982. In column one, we find that 161 Indian and Alaskan Native students participated in the Indian Fellowship Program, with a total request for funds in the amount of $1,421,288, as identified in column two. In column three, "Percentage of Total," we find that colleges and universities located in the following five states received 48.07% of all funds awarded for a total of $683,314.

State	Funds Obligated	% of Total
1. Oklahoma	$180,227	12.68
2. California	177,526	12.49
3. Massachusetts	138,611	9.75
4. Arizona	98,407	6.92
5. Washington	88,543	6.23
Total	$683,314	48.07%

Institutions of higher learning in the remaining forty-five states and the District of Columbia received 51.93% of the funds awarded totaling $737,974, in 1982.

The five tables contained in Part 4.0 of the Report have shown those states to which Federal funds have been distributed in Fiscal Year 1982, via Title IV of Public Law 92-318, the Indian Education Act of 1972. Not readily discernable from this data is the economic impact which the distribution of approximately $77,852,000, has had on those states which received Title IV funds in 1982. An analysis of the economic impact of Title IV funds, in terms of increased Indian, Alaskan Native and non-Indian employment in those communities which received Federal funds has not been adequately assessed, and warrants further study.

TABLE 5
STATES WHERE INDIAN FELLOWSHIP RECIPIENTS
ATTENDED HIGHER EDUCATION INSTITUTIONS
FY 1982

State	Fellowships Funded	Funds Obligated	% of Total
Alabama	-0-	-0-	-0-
Alaska	-0-	-0-	-0-
Arizona	16	$ 98,407	6.92
Arkansas	3	31,142	2.19
California	18	177,526	12.49
Colorado	2	12,805	.90
Connecticut	-0-	-0-	-0-
Delaware	-0-	-0-	-0-
District of Columbia	4	37,774	2.66
Florida	1	12,180	.86
Georgia	-0-	-0-	-0-
Hawaii	-0-	-0-	-0-
Idaho	5	19,505	1.37
Illinois	-0-	-0-	-0-
Indiana	3	16,270	1.15
Iowa	1	13,875	.98
Kansas	1	3,015	.21
Kentucky	-0-	-0-	-0-
Louisiana	-0-	-0-	-0-
Maine	3	21,381	1.50
Maryland	-0-	-0-	-0-
Massachusetts	9	138,611	9.75
Michigan	2	26,419	1.86
Minnesota	7	78,340	5.51
Mississippi	-0-	-0-	-0-
Missouri	1	28,226	1.99
Montana	3	13,193	.93
Nebraska	2	15,933	1.12
Nevada	1	11,490	.81
New Hampshire	1	11,965	.84
New Jersey	-0-	-0-	-0-
New Mexico	8	60,180	4.23
New York	5	53,128	3.74
North Carolina	4	25,733	1.81
North Dakota	6	86,155	6.06
Ohio	-0-	-0-	-0-
Oklahoma	25	180,227	12.68
Oregon	4	37,547	2.64
Pennsylvania	2	42,860	3.02
Rhode Island	-0-	-0-	-0-
South Carolina	-0-	-0-	-0-

TABLE 5 (CON'T)
STATES WHERE INDIAN FELLOWSHIP RECIPIENTS
ATTENDED HIGHER EDUCATION INSTITUTIONS
FY 1982

State	Fellowships Funded	Funds Obligated	% of Total
South Dakota	2	4,585	.32
Tennessee	-0-	-0-	-0-
Texas	1	4,187	.30
Utah	4	20,620	1.45
Vermont	-0-	-0-	-0-
Virginia	1	7,750	.55
Washington	12	88,543	6.23
West Virginia	-0-	-0-	-0-
Wisconsin	4	41,716	2.94
Wyoming	-0-	-0-	-0-
Totals	161	$1,421,288	100.00%

APPENDICES

APPENDIX A

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

FUNCTIONS

The Council shall advise the Congress and the Secretary of Education with regard to programs benefiting Indian children and adults. More specifically, the Council shall:

1. submit to the Secretary a list of nominees for the position of Director of Indian Education Programs;
2. advise the Secretary of Education with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children and adults participate from which they can benefit, including Title III of the Act of September 30, 1950 (P.L. 81-874) and Section 810, Title VIII of the Elementary and Secondary Education Act of 1965 (as added by Title IV of P.L. 92-318 and amended by P.L. 93-380), and with respect to adequate funding thereof;
3. review applications for assistance under Title III of the Act of September 30, 1950 (P.L. 81-874), Section 810 of Title VIII of the Elementary and Secondary Act of 1965 as amended and Section 314 of the Adult Education Act (as added by Title IV of P.L. 92-318), and make recommendations to the Secretary with respect to their approval;
4. evaluate programs and projects carried out under any program of the Department of Education in which Indian children or adults can participate or from which they can benefit, and disseminate the results of such evaluations;
5. provide technical assistance to local educational agencies and to Indian education agencies, institutions and organizations to assist them in improving the education of Indian children;
6. assist the Secretary of Education in developing criteria and regulations for the administration and evaluation of grants made under Section 303(b) of the Act of September 30, 1950 (P.L. 81-874) as added by Title IV, Part A of P.L. 92-318;
7. submit to the Congress not later than March 31 of each year a report on its activities, which shall include any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate or from which they can benefit, which report shall include a statement of the Council's recommendations to the Secretary with respect to the funding of any such programs; and,
8. be consulted by the Secretary of Education regarding the definition of the term "Indian" as follows:

Sec. 453 [Title IV, P.L. 92-318]. For the purpose of this title, the term

"Indian" means any individual who (1) is a member of a tribe, band or other organized group of Indians, including those tribes, bands or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or (2) is considered by the Secretary of the Interior to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaska Native, or (4) is determined to be an Indian under regulations promulgated by the Secretary, after consultation with the National Advisory Council on Indian Education, which regulations shall further define the term "Indian."

APPENDIX B

MAP 3

A SUMMARY OF THE LOCATIONS
AND DATES OF FORTY-SIX FULL MEETINGS OF
THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
HELD FROM 1973-1982

(1)	Washington, D.C.	- May 19-22, 1973
(2)	Washington, D.C.	- June 15-21, 1973
(3)	San Francisco, CA	- July 25-29, 1973
(4)	Denver, CO	- August 23-24, 1973
(5)	Billings, MT	- October 23-24, 1973
(6)	Washington, D.C.	- November 17-19, 1973
(7)	Washington, D.C.	- February 20-22, 1974
(8)	Albuquerque, NM	- March 30-31, 1974
(9)	New Orleans, LA	- May 10-12, 1974
(10)	Washington, D.C.	- June 17-18, 1974
(11)	Anchorage, AK	- July 18-21, 1974
(12)	Oklahoma, OK	- October 18-20, 1974
(13)	Orlando, FL	- December 13-15, 1974
(14)	Denver, CO	- May 30-June 1, 1975
(15)	Bismarck, ND	- June 26-29, 1975
(16)	Rochester, NY	- August 1-3, 1975
(17)	Seattle, WA	- October 16-19, 1975
(18)	Reno, NV	- January 16-18, 1976
(19)	Silver Spring, MD	- April 9-11, 1976
(20)	Arlington, VA	- May 7-9, 1976

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(21)	Green Bay, WI	- June 17-20, 1976
(22)	Washington, D.C.	- August 6-8, 1976
(23)	Raleigh, NC	- September 17-19, 1976
(24)	Washington, D.C.	- October 27-29, 1976
(25)	Tucson, AZ	- January 27-29, 1977
(26)	Washington, D.C.	- March 4-6, 1977
(27)	Washington, D.C.	- July 8-10, 1977
(28)	Dallas, TX	- September 17-19, 1977
(29)	St. Paul, MN	- November 4-6, 1977
(30)	Washington, D.C.	- April 7-9, 1978
(31)	Washington, D.C.	- August 24-26, 1978
(32)	Denver, CO	- September 15-17, 1978
(33)	Tulsa, OK	- November 30-December 2, 1978
(34)	Billings, MT	- May 19-21, 1978
(35)	Washington, D.C.	- January 18-20, 1979
(36)	Washington, D.C.	- April 19-22, 1979
(37)	Bangor, ME	- July 16-18, 1979
(38)	Denver, CO	- November 30-December 2, 1979
(39)	Raleigh, NC	- March 7-9, 1980
(40)	Rapid City, SD	- May 20-22, 1980
(41)	Dallas, TX	- October 17-19, 1980
(42)	Washington, D.C.	- January 9-11, 1981
(43)	Anchorage, AK	- May 1-3, 1981
(44)	Portland, OR	- October 9-11, 1981
(45)	Nashville, TN	- January 8-10, 1982
(46)	Cambridge, MA	- April 17-19, 1982

APPENDIX C

MAP 4

A STATE BY STATE SUMMARY OF THE LOCATION
AND FREQUENCY OF PAST MEETINGS OF THE
NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

1)	Alaska	- 2	14)	New Mexico	- 1
2)	Arizona	- 1	15)	New York	- 1
3)	California	- 1	16)	North Carolina	- 2
4)	Colorado	- 4	17)	North Dakota	- 1
5)	District of Columbia	- 14	18)	Oklahoma	- 2
6)	Florida	- 1	19)	Oregon	- 1
7)	Louisiana	- 1	20)	South Dakota	- 1
8)	Maine	- 1	21)	Tennessee	- 1
9)	Maryland	- 1	22)	Texas	- 2
10)	Massachusetts	- 1	23)	Virginia	- 1
11)	Minnesota	- 1	24)	Washington	- 1
12)	Montana	- 2	25)	Wisconsin	- 1
13)	Nevada	- 1			

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APPENDIX D

NACIE ALUMNI LIST

FIRST ANNUAL REPORT TO THE CONGRESS OF THE UNITED STATES MARCH 1974

1) Mr. Joseph Upicksoun, Chairman (Eskimo)
2) Ms. Ellen Allen, (Kickapoo)
3) Dr. Will Antell, (Chippewa)
4) Mr. Theodore George, (Clallam)
5) Ms. Ann Coleman Glenn, (Choctaw)
6) Ms. Genevieve Hooper, (Yakima)
7) Ms. Sue Lallmang, (Tonawanda Seneca)
8) Ms. Patricia McGee, (Yavapai)
9) Mr. Daniel Peaches, (Navajo)
10) Mr. David Risling, (Hoopa)
11) Ms. Geraldine Simplicio, (Zuni-Pueblo)
12) Mr. Clarence Skye, (Sioux)
13) Mr. Fred Smith, (Seminole)
14) Mr. Boyce Timmons, (Cherokee)
15) Ms. Karma Torklep, (Lumbee)

Mr. Dwight Billedeaux, Executive Director (Blackfeet)
Mr. Dorrance Steele, Assistant Executive Director (Assiniboine/Sioux)

THROUGH EDUCATION: SELF-DETERMINATION A BICENTENNIAL GOAL FOR AMERICAN INDIANS MARCH 1975

Second Annual Report to the Congress of the United States

1) Dr. Will Antell, Chairman (Chippewa)
2) Ms. Ellen Allen, (Kickapoo)
3) Mr. Theodore George, (Clallam)
4) Ms. Ann Coleman Glenn, (Choctaw)
5) Ms. Genevieve Hooper, (Yakima)
6) Ms. Sue Lallmang, (Tonawanda Seneca)
7) Ms. Patricia McGee, (Yavapai)
8) Mr. Daniel Peaches, (Navajo)
9) Mr. David Risling, (Hoopa)
10) Ms. Geraldine Simplicio, (Zuni-Pueblo)
11) Mr. Clarence Skye, (Sioux)
12) Mr. Fred Smith, (Seminole)
13) Mr. Boyce Timmons, (Cherokee)
14) Ms. Karma Torklep, (Lumbee)
15) Mr. Joseph Upicksoun, (Eskimo)

Mr. Dwight Billedeaux, Executive Director (Blackfeet)
Mr. Dorrance Steele Assistant Executive Director (Assiniboine/Sioux)

INDIAN EDUCATION: THE RIGHT TO BE INDIAN
MARCH 1976

Third Annual Report to the Congress of the United States

1) Mr. Theodore George, Chairman (Clallam)
2) Ms. Ellen Allen, (Kickapoo)
3) Dr. Will Antell, (Chippewa)
4) Ms. Ann Coleman Glenn, (Choctaw)
5) Ms. Genevieve Hooper, (Yakima)
6) Ms. Sue Lallmang, (Tonawanda Seneca)
7) Ms. Patricia McGee, (Yavapai)
8) Mr. Daniel Peaches, (Navajo)
9) Mr. David Risling, (Hoopa)
10) Mr. Clarence Skye, (Sioux)
11) Mr. Fred Smith, (Seminole)
12) Ms. Geraldine Smith, (Zuni-Pueblo)
13) Mr. Boyce Timmons, (Cherokee)
14) Ms. Karma Torklep, (Lumbee)
15) Mr. Joseph Upicksoun, (Eskimo)

Mr. Lincoln C. White, Executive Director (Mohawk)
Mr. Dorrance Steele, Assistant Executive Director (Assiniboine/Sioux)

AN INDIAN PARENTAL RESPONSIBILITY:
THE OBLIGATION TO DETERMINE
AN INDIAN EDUCATION DESTINY
MARCH 1977

Fourth Annual Report to the Congress of the United States

1) Mr. Theodore George, Chairman (Clallam)
2) Ms. Ellen Allen, (Kickapoo)
3) Dr. Will Antell, (Chippewa)
4) Ms. Ann Coleman Glenn, (Choctaw)
5) Ms. Genevieve Hooper, (Yakima)
6) Ms. Sue Lallmang, (Tonawanda Seneca)
7) Ms. Patricia McGee, (Yavapai)
8) Mr. Daniel Peaches, (Navajo)
9) Mr. David Risling, (Hoopa)
10) Mr. Clarence Skye, (Sioux)
11) Mr. Fred Smith, (Seminole)
12) Ms. Geraldine Smith, (Zuni-Pueblo)
13) Mr. Boyce Timmons, (Cherokee)
14) Ms. Karma Torklep, (Lumbee)
15) Mr. Joseph Upicksoun, (Eskimo)

Mr. Lincoln C. White, Executive Director (Mohawk)
Mr. Stuart Tonemah, Assistant Executive Director (Kiowa/Comanche)

COORDINATION AND COOPERATION IN INDIAN EDUCATION: AN EMERGING PHENOMENON
JUNE 1978

Fifth Annual Report to the Congress of the United States

1) Mr. Thomas A. Thompson, Chairperson (Blackfeet)
2) Mr. Joe Abeyta, (Pueblo)
3) Ms. Ellen Allen, (Kickapoo)
4) Dr. Will Antell, (Chippewa)
5) Ms. Linda S. Belarde, (Tlingit)
6) Mr. Wesley Bonito, (Apache)
7) Mr. Theodore George, (Clallam)
8) Mr. Calvin Isaac, (Choctaw)
9) Ms. Patricia McGee, (Yavapai)
10) Mr. Earl H. Oxendine, (Lumbee)
11) Dr. Paul Platero, (Navajo)
12) Mr. David Risling, (Hoopa)
13) Ms. Donna F. Rhodes, (Creek)
14) Mr. James G. Sappier, (Penobscot)
15) Ms. Minerva C. White, (Mohawk)

Mr. Stuart A. Tonemah, Executive Director (Kiowa/Comanche)

INDIAN EDUCATION IS "SUI GENERIS": OF ITS OWN KIND
JUNE 1979

Sixth Annual Report to the Congress of the United States

1) Ms. Viola G. Peterson, Chairperson (Miami)
2) Mr. Joe Abeyta, (Pueblo)
3) Ms. Ellen Allen, (Kickapoo)
4) Dr. Will Antell, (Chippewa)
5) Ms. Linda Belarde, (Tlingit)
6) Mr. Wesley Bonito, (Apache)
7) Mr. Theodore George, (Clallam)
8) Mr. Calvin Isaac, (Choctaw)
9) Ms. Patricia McGee, (Yavapai)
10) Mr. Earl Oxendine, (Lumbee)
11) Dr. Paul Platero, (Navajo)
12) Ms. Donna F. Rhodes, (Creek)
13) Mr. David Risling, (Hoopa)
14) Mr. James Sappier, (Penobscot)
15) Ms. Minerva C. White, (Mohawk)

Dr. Michael P. Doss, Executive Director (Crow)

EDUCATION FOR INDIAN SURVIVAL AS A PEOPLE:
A GOAL FOR THE 1980's
JUNE 1980

Seventh Annual Report to the Congress of the United States

1) Dr. Robert J. Swan, Chairperson (Chippewa-Cree)
2) Mr. Fred Bigjim,(Eskimo)
3) Mr. Wesley Bonito,(Apache)
4) Mr. Lionel Bordeaux,(Rosebud Sioux)
5) Ms. Maxine Edmo,(Shoshone-Bannock)
6) Ms. Joy Hanley,(Navajo)
7) Ms. Ruby Ludwig,(Cherokee)
8) Ms. Patricia McGee,(Yavapai)
9) Mr. Wayne Newell,(Passamoquoddy)
10) Mr. Earl Oxendine,(Lumbee)
11) Ms. Viola Peterson,(Miami)
12) Ms. Violet Rau,(Yakima)
13) Mr. John Rouillard,(Santee Sioux)
14) Mr. Thomas A. Thompson,(Blackfeet)
15) Ms. Minerva White,(Mohawk)

Dr. Michael P. Doss, Executive Director (Crow)

INDIAN EDUCATION: AMERICA'S UNPAID DEBT
A COMPENDIUM REPORT COVERING CALENDAR YEARS
1980 and 1981
JUNE 1982

Eighth Annual Report to the Congress of the United States

1) Dr. Helen M. Redbird, Chairperson (Cherokee)
2) Mr. Bobby Bighorse,(Cheyenne)
3) Ms. Nadine H. Chase,(Chippewa)
4) Ms. Maxine R. Edmo,(Shoshone-Bannock)
5) Mr. Gregory W. Frazier,(Crow)
6) Ms. Joy Hanley,(Navajo)
7) Mr. W. Stanley Juneau,(Blackfeet)
8) Ms. Ruby Ludwig,(Cherokee)
9) Mr. Danny K. Marshall,(Steilicoom)
10) Mr. Francis McKinley,(Ute)
11) Mr. Wayne A. Newell,(Passamaquoddy)
12) Mr. John Rouillard,(Santee Sioux)
13) Dr. Robert J. Swan,(Chippewa-Cree)
14) Mr. Edward K. Thomas,(Tlingit)
15) Mr. Noah Woods,(Lumbee)

Dr. Michael P. Doss, Executive Director (Crow)

APPENDIX E

COUNCIL
PUBLICATIONS

MARCH 1974	---	The First Annual Report to the Congress of the United States Parts(s) I and II
MARCH 1975	---	The Second Annual Report to the Congress of the United States, Through Education: Self-Determination A Bicentennial Goal For American Indians
MARCH 1976	---	The Third Annual Report to the Congress of the United States, Indian Education: The Right To Be Indian
MARCH 1977	---	The Fourth Annual Report to the Congress of the United States, An Indian Parental Responsibility: The Obligation To Determine An Indian Educational Destiny
JUNE 1978	---	The Fifth Annual Report to the Congress of the United States, Coordination And Cooperation In Indian Education: An Emerging Phenomenon
JUNE 1979	---	The Sixth Annual Report to the Congress of the United States, Indian Education Is "Sui Generis": Of Its Own Kind
JUNE 1980	---	The Seventh Annual Report to the Congress of the United States, Education For Indian Survival As A People: A Goal For The 1980's
FEBRUARY 1981	---	The Future of Indian People Rests With Their Young: An Administrative and Programmatic Study of the Office of Indian Education, U.S. Department of Education
JUNE 1982	---	The Eighth Annual Report to the Congress of the United States, Indian Education: America's Unpaid Debt, A Compendium Report Covering Calendar Years 1980 and 1981
MARCH 1983	---	The Ninth Annual Report to the Congress of the United States, The Indian Education Act: A Decade Of Indian And Alaskan Native Pride and Increasing Strides Toward Educational Equity Thru Parental Involvement

APPENDIX F

A SUMMARY OF FEDERAL FUNDS
APPROPRIATED BY THE CONGRESS OF THE UNITED STATES
IN SUPPORT OF THE
NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
1974-1983

Year	NACIE Budget Allocation	% of 1974 Allocation	% of Total
1974	$ 232,800	100.00%	12.45%
1975	225,000	96.65%	12.03%
1976	230,000	98.80%	12.30%
1977	100,000	42.96%	5.35%
1978	150,000	64.43%	8.02%
1979	150,000	64.43%	8.02%
1980	200,000	85.91%	10.70%
1981	200,000	85.91%	10.70%
1982	202,000	86.77%	10.80%
1983	180,000	77.32%	9.63%
Ten Year Total	$1,869,800		100.00%

APPENDIX G

COMMITTEE MEMBERS TO NOVEMBER 2, 1982

Executive Committee

Dr. Helen M. Redbird (Cherokee)
Mr. John Rouillard (Santee Sioux)
Mr. Gregory W. Frazier (Crow)
Mr. Noah Woods (Lumbee)
Mr. W. Stanley Juneau (Blackfeet)

Legislative, Rules and Regulations Committee

Mr. John Rouillard (Santee Sioux)
Ms. Maxine Edmo (Shoshone-Bannock)
Ms. Ruby Ludwig (Cherokee)
Dr. Robert J. Swan (Chippewa-Cree)
Mr. Noah Woods (Lumbee)

Goverment Programs Study Committee

Mr. Wayne Newell (Passamaquoddy)
Mr. Gregory W. Frazier (Crow)
Mr. Danny K. Marshall (Steilacoom)
Mr. Bobby Bighorse (Cheyenne)

Technical Assistance, Research and Evaluation Committee

Mr. Edward K. Thomas (Tlingit)
Mr. W. Stanley Juneau (Blackfeet)
Ms. Ruby Ludwig (Cherokee)
Mr. Noah Woods (Lumbee)

Annual Report Committee

Ms. Joy Hanley (Navajo)
Mr. Francis McKinley (Ute)
Ms. Nadine Chase (Chippewa)

Proposal Review Committee

All Council Members

APPENDIX H

AN ESTIMATED SUMMARY OF FEDERAL FUNDS
EXPENDED BY THE U.S. DEPARTMENT OF EDUCATION
FOR REPORTS, EVALUATIONS AND STUDIES OF THE EFFECTIVENESS OF
THE TITLE IV, INDIAN EDUCATION ACT PROGRAMS:
1980-1983

	Year	Title	Cost	Completion Date
1)	1980-1983	Title IV, Part A, Impact Evaluation, including the Revised Report on the Definition of Indian	$1,472,418	April, 1983
2)	1979-1981	Title IV, Part(s) B & C Impact Evaluation	453,907	April, 1981
3)	1979-1981	Title IV, EPD & Indian Fellowship Tracking Study	1,514,185	September, 1981
4)	1977-1981	Title IV, Adult Education Survey	723,460	August, 1981
		TOTAL	*$4,163,970	

*NOTE: This Total is the estimated approximate cost of these Reports, Evaluations and Studies based upon data provided to the Council by the Indian Education Program Office at the U.S. Department of Education.

THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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Administrative Officer

Ms. Marjorie T. Boyd (Seneca)
Research Assistant

Ms. Joyce Stanley
Clerk-Typist

★ The Presidential appointments of fourteen members of NACIE were terminated by President Reagan on November 2, 1982. The fifteenth NACIE appointee, Mr. Danny R. Marshall officially resigned from the Council on June 10, 1982, due to a change of employment status.